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ABSTRACT

This manual explains how to implement the Master Teacher in Family Life (MTFL) Program. This training model is designed to teach natural leaders within poor communities the information and skills to create an effective internal communication system to educate fellow residents about important issues and create and sustain a network of support for those who want to use their new knowledge to make changes. Chapter 1 focuses on research-based information describing the barriers of families in poverty, policies that affect the poor, and ways MTFL addresses these issues and policies. Chapter 2 addresses use of the program to support long-term change through ongoing information sharing and community building. Chapter 3 gives a step-by-step explanation of how to implement the MTFL Model. Chapter 4 outlines the role of the trainer and the roles of "graduated" master teachers as they work for improved quality of life in their community. Chapter 5 offers sample interventions. Ten workshops or teaching modules follow that can be used to train master teachers. Components of each workshop are as follows: background, goal, objectives, materials needed, exercises, program evaluation form, exercise worksheets, and activity and resource handouts. Topics include values awareness, communication--listening, problem solving, understanding the behavior of children and adolescents, encouraging responsible behavior, program planning in the community, health issues, understanding the helping role, and understanding substance abuse. Contains 59 references. (YLB)

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Building Communities of Support for Families

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Building Communities of Support for Families

Margaret D. Slinski

Program Summary

The Master Teacher in Family Life Program is a training model that teaches natural leaders within poor communities the information and skills they need to 1) create an effective internal communication system to educate fellow residents about important issues such as health, the family, education, and employability, and 2) create and sustain a network of support for those who want to use their new knowledge to make changes in family life, education, and employment. The program is unique in that it builds strengths within the targeted communities in order to support long-term change.

Biographical Profile

Margaret Slinski has worked for over fourteen years with families at risk as a teacher of emotionally disturbed youth, as a human services consultant working with parents of children identified as abused or neglected, and as a specialist with the University of Massachusetts Cooperative Extension initiating family life/community development programming. The Master Teacher in Family Life program is the result of her many experiences with vulnerable families as well as much research relative to poverty issues that affect today's families.

As a result of the success of this program, Ms. Slinski is currently supervising statewide staff implementing both inner-city and rural Master Teacher programs. With the availability of a research-based manual, Ms. Slinski has begun supporting long-term change for families in poverty both in Massachusetts and in other states.

This is a reprint of *Building Communities of Support for Families in Poverty*, which was first published in December, 1990.

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Acknowledgements

Five years ago, after fourteen years of working with families struggling to improve their quality of life, I had developed a program concept that I knew could improve the quality of life for families-at-risk. I needed, however, the right resources to modify it and funding for implementation. Cooperative Extension at the University of Massachusetts, with its focus on community, family, and youth, its many program support experts and its research base, was the perfect setting for the model. Becoming a part of this organization during the Massachusetts fiscal crisis and developing the program from a concept level in 1985 to a program addressing both rural and inner-city issues complete with this research-based manual in 1990 was a very complicated process. Many individuals, at the University level, in greater Springfield, Massachusetts, and in the neighborhoods targeted for the program implementation, deserve credit for its level of success.

Without the willingness of Dr. Elsie Fetterman, Dr. Penny Ralston, and Judith Glaser, Acting State Director of Community, Families and Youth, to support me administratively, the Master Teacher in Family Life Program would not be a part of Cooperative Extension of the University of Massachusetts. Without the support of then trustee Jeanne Bass, Director of Human Services for the City of Springfield, and the patience of Paul Kerrigan, Director of Supportive Services at the Executive Office of Community Development, there would have been no funding for this program effort. Raymond Asselin, Executive Director of the Springfield Housing Authority, and Willie Thomas, Director of Supportive Services, by recognizing the program as important in helping their residents, opened the way to four years of successful programming in their developments.

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Programming has been a piece of cake compared to writing a research-based manual. I have appreciated the support and expert advice of many people. The manual reviewers, Dr. Paula Dail, Associate Professor in Family Studies and Director of the Child Welfare Project at Iowa State University; Deborah Burwell, Director of the Institute for Community Leadership and Development at Cooperative Extension of the University of Maine; University of Massachusetts Cooperative Extension Professional staff Mary Tyer-Kelly, Virginia Green, Karen Barshefsky, and Administrator Judith Glaser were all helpful in making sure the manual was practical and useful to the audience. Thanks also to Director of Extension Communications Pamela Garlick, editor Stacy Sparks, and typists Jean Cowles and Carolyn Calabrese. Because of their expertise, this manual WILL be able to make a difference.

Introduction

Four years ago I began working on issues of long-term poverty with the Springfield Housing Authority in Springfield, Massachusetts. Seeing that short-term programs devised and implemented primarily by outsiders had only short-term effects, I devised a program based on Adlerian concepts related to discouragement and encouragement. The goal was to train individuals within the community to help their peers break the cycle of despair in which they lived.

However, continued exposure to the realities of life in poverty made me wonder if my ideas could really work. I saw up close the details that make poor people's lives such a struggle:

- how difficult it is for poor mothers to convince their teenage children to stay in school and try for good jobs when neighborhood drug dealers are offering kids hundreds of dollars a week to sell drugs.
- that poor families must strain a meager food budget by paying ten dollars a week for a taxi to transport their purchases from the supermarket to the isolated housing projects where they live.
- that even the cleanest apartment may be overrun by cockroaches from a neighbor's home.
- that poor people often choose to remain isolated within their communities rather than face the suspicion and stereotyped views of mainstream society.

Could any program really give poor people the confidence and skills they need to overcome the innumerable barriers that stand between them and better life?

Ironically, encouragement to go ahead with my training model came from the very individuals I wanted to train – the potential Master Teachers in the housing development.

"This is what we have always needed. It's about time someone let us find ways to solve our own problems," said Ginny Green, a Master Teacher from Duggan Park Housing Development, Springfield, Massachusetts.

"People in public housing are used to people from outside agencies coming in and doing this or that for three months or a year. But a program like yours, that involves the people living here helping each other, will get more respect," said Rev. Willie Pearson, President of the Council of Tenant Residents at Springfield Housing Development. "That's why I'm behind you."

"We're so secluded here," said Lynn Belvavis. "That's why Guiding Hands (the Master Teacher program in Springfield Housing Development) is needed. We should be each other's guiding hand and helping each other out."

"The problem with outside help is you have to get it by phone and that person may not make it to your problems," said fifteen-year-old Jose Gonzales, a member of the teen Master Teacher component. "When you have someone in the community to help you, you just have a few steps to go."

With the support of the very people I had set out to encourage, I have spent the past three years refining the Master Teacher in Family Life Model. Each step in implementing this program has been a learning experience for me as well as my Master Teachers. My pre-set goals were often surpassed. Individuals were helped in unexpected ways; more families were helped than ever anticipated; a suicide was prevented; a young family was kept from homelessness. One Master Teacher in a drug-infested community initiated a community development process that has resulted in ongoing youth enrichment activities, a youth leadership group, a teen drop-out program and a long-term neighborhood networking program that has discouraged drug pushers from using the neighborhood as often as before. In fact, the teens who had been dealing drugs have requested that this Master Teacher set up a group in which they can work out their problems. All of this occurred because of one Master Teacher!

The Master Teachers whom I have trained have made many such changes in their communities. More important than any specific change is the fact that poor families affected by the Master Teacher program are beginning to feel empowerment. They now have the spirit and energy to aim for a better quality of life. They are beginning to see hope for their children. They are successfully networking with mainstream society.

Why has this program worked? Mutual respect seems to be a key element. I had knowledge, skills, and connections within mainstream society. The natural leaders I recruited knew all the issues firsthand and could devise strategies to address them. Together we produced a program that worked.

This program can produce the same feelings of empowerment in any poor community, whether in the inner city, pockets of poverty in the south, or in the rural communities of the United States. More than funding or political support, however, this program

needs a dedicated trainer who really cares about families at risk.

To be a successful trainer in this program, you must be really committed to helping the long-term poor. You must sincerely respect the fact that all human beings, regardless of who they are or where they live, are equally human and equally deserving of a decent life. You must be able to communicate your faith in each individual you work with. You must have the stamina and dedication to work through difficult social and political barriers that will arise. Over and over again, you will find that you need to let your trainees take the lead. Though you may have the theoretical answers, they have practical knowledge. The trainer's respect for the teachers increases their self-respect, releasing the hidden strengths that make the program work – for them and for their community.

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Chapter 1

Understanding the Barriers of Poverty

This chapter focuses on research-based information describing the barriers of families in poverty, policies that affect the poor, and ways the Master Teacher in Family Life Program addresses these issues and policies.

Families at risk, struggling with today's social problems (including educational failure, teen pregnancy, single parenting, unemployment, inadequate housing, homelessness, substance abuse, and AIDS), exist in every town and city in America. These families can be members of any ethnic group, at high as well as low socioeconomic levels. Individual victims of these at-risk situations can be any age, from infants to the elderly: preschool victims of abuse, adolescents dropping out of school, adults dependent on drugs or drug dealing, or older persons slowly dying of malnutrition.

Current national, state, and local studies indicate, however, that young families (families with children from birth through the teen years) represent the highest percentage of vulnerable Americans. They tend to be found either clustered in housing developments in the inner cities or isolated in rural areas. Most of these families live in poverty, struggling to make ends meet from day to day. Researchers see increasing numbers of young families caught in cycles of poverty. This trend indicates the possibility of a permanent underclass. Public policy experts are concerned that current intervention strategies are not enough. More in-depth interventions are needed to deal with the environmental as well as the individual needs of families.

The Master Teacher in Family Life Program is designed to empower individuals within the poverty community rather than providing piece-meal solutions to specific problems. Only through empowerment can individuals and families move away from the despair of long-term poverty and begin taking advantage of opportunities that could lead to a better quality of life. Before educators can effectively implement this model, it is important that they understand whom they are helping and why their "helpees" are caught in situations that prohibit personal growth. Through understanding the challenges at-risk families face, educators will learn to respect helpees. Attaining respect for those who struggle with poverty is the first step in implementing the Master Teacher program.

Who Are These Young Families In Poverty?

In general, the greatest numbers of young families struggling with poverty live in central cities, in rural agricultural areas and in the southeastern United States (Chilman, 1988). Nearly one out of every two female-headed families with children lives in poverty compared to one in every twelve headed by married couples (Census 1988). Nearly one in every four rural children is poor. Since 1978 rural poverty rates have grown

In the central cities there are many Hispanic and black families. The Hispanic families often are those who were encouraged to come to the United States from their homeland only to find their skills and language major barriers to self-sufficiency. Many of the poor black families living in inner-city developments are headed by women who see little hope of shared child care responsibilities as marriageable black males become fewer and fewer (J.J. Wilson, 1987). Those who have "made it" into mainstream society have left their inner-city developments leaving few positive male role models.

In rural agricultural areas, those in poverty include farmers who have lost their farms due to inability to reach the profit levels needed for survival. Others are rural residents whose employment opportunities have become fewer and fewer as factory jobs have left the community or become obsolete (O'Hare, 1988).

The southeastern United States is made up of many pockets of deep poverty in areas such Appalachia, the Tennessee Valley, the Mississippi Delta, and the agricultural areas of Florida. In many cases families in these areas see poverty as the normal way of life. Economic, educational, and occupational growth seem like unrealistic goals in their lives (Batteau, 1982). Status is measured by family name or reputation of kin.

Children In Poverty

The rising numbers of children in poverty are of special concern. The percentage of the child population in poverty aged eighteen and under rose from 14% in 1969 to 22% in 1984 (Chilman). In 1986, one out of every five American children lived in poverty. While 16.1% of the children were white, 43.1% were black and 37.7% were Hispanic (Census Bureau, 1987). In the rural south, 57% of rural southern black children lived in poverty (O'Hare); 78% of black children living in single parent homes lived in poverty. Fifty percent of all rural Hispanic children were poor.

During the late 1970s the average length of time in poverty for children in female-headed families of all races combined was seven years; for black children, twelve years (Bane and Ellwood, 1983). In most cases, these children were poor during the first years of their lives. Poor children, especially those caught in long-term poverty, experience many hardships that affect their emotional, social, and cognitive well-being. Not only are these poor children struggling developmentally, but spiritually as well. Rural children living in families with at least one working parent often feel hopeless as they see their parent work while the family continues to live in poverty (O'Hare). Inner-city youth, often lacking exposure to employed male role models, struggle with a confusion of their future role in society, and their own hopes for a better quality of life (Wilson, Hendricks).

Employment Problems

Rural Areas

In rural areas, a lack of decent paying jobs that match the limited skills of many residents is a major cause of poverty. In many cases, the educated rural families have moved closer to the cities leaving the less educated with no new employment opportunities while the traditional jobs in farming, timber, oil, gas, and mining become fewer (O'Hare, 1988). Routine manufacturing industries requiring fewer skills are moving out of rural areas toward cheaper foreign labor forces. Complex manufacturing jobs requiring more skills are available closer to the cities. Though 75% of young families in rural areas have at least one working adult in the family, because many of the available jobs are related to the service industry and often pay minimum wage, rural families continue to live below the poverty level. [Note: If both parents were working full time at the 1984 minimum wage, a family of four would remain living below the poverty threshold (Chilman).] Because many families are two-parent with one parent working, the rural poor in many states are ineligible for welfare assistance. As more and more rural adults cannot find good paying jobs, the rural poor are becoming entrenched in poverty for longer and longer periods of time (O'Hare).

The Inner City

Young families in the inner city are made up of Hispanic, white, and large numbers of black single-head-of-household families. Adults in two-parent families have become unemployed or underemployed as better-paying factory jobs have moved out of the city and have been replaced by jobs in the low paying service industry. Many Hispanic families who have moved into housing clusters have even fewer opportunities due to their limited education and employable skills. Their inability to speak English further limits their opportunities to work toward self-sufficiency.

Black mothers who have had children and later become separated from the father seem to have the greatest number of barriers in the inner city. Sharing

family responsibilities with a significant other seems less likely as marriageable black men have remained unemployed or underemployed or have met early death through murder, suicide, or disease (Wilson). Most women who are often undereducated and unskilled cannot secure jobs that will pay for basic needs as well as high quality child care. They must often decide whether to stay at home and live on welfare benefits or support their family with minimum-wage paying jobs while they remain below the poverty line.

The Southern Poor

Employment and employability opportunities for those in poor southeastern regions of the United States are especially limiting. In many cases, the problems are generational. Family members, for years, have seen few opportunities for better jobs and are content with a set of values focusing on family and community, rather than on the aspirations of upward mobility of mainstream American society (Wilson, Stephan and Peterson, Gary, 1988). In fact, because of the limited opportunities of the poor, programming that has encouraged goal-setting toward higher occupations has often frustrated participants when the realities of their environment could not meet their new aspirations (Wilson, Peterson). In many cases, these pockets of long-term poverty seem politically neglected, and until opportunities for economic growth and political support are available, feelings of apathy and helplessness to make changes in quality of economic life will continue to intensify the problem.

Social Service System

Many poor families receive no government aid whatever, while others have become totally dependent on the welfare system. (In 1986, only two-thirds of poor United States families with children received Aid to Families with Dependent Children.) Some families, especially in rural areas, are unaware of the benefits offered; for others, family pride prohibits parents from applying for this funding. Still others had great difficulty accessing the system, because of state regulations regarding working adults in the family, because they posessed farming assets, or, in many cases, because they simply are not aware of what is available.

Those families who do rely solely on income from A.F.D.C. are still in financial need. In January 1987 the median maximum benefit for a family of four was $415, just 44.5% of the federal poverty threshold (House Committee on Ways and Means, 1987).

The quality of services provided for those who do look to welfare programming for basic needs including food, housing, clothing, and medical services, varies nationwide. Understanding the system and knowing what is available is often difficult even for veterans of the system. Programs suddenly become unavailable due to lack of funding or changes in the political structure. Even service providers (usually overworked) may have trouble interpreting the regulations. Poor families find dealing with the social service system a demeaning and frustrating task that leaves little time or energy for achieving long-term goals.

Education

Low levels of academic achievement are clearly linked to poverty. In both urban and rural areas, as educational level decreased, incidence of poverty increased (O'Hare, 1988). One in four high school drop-outs is unemployed. In the inner-city developments single women and black men have consistently been underemployed or unemployed due to lack of skills and education. Low levels of education for rural workers has limited their ability to qualify for good paying jobs.

Today's youth in poverty, who need increased skills to match the rapidly changing directions of our society, are failing academically. More than 75% of all poor youths have below average basic skills and almost 50% are in the bottom fifth of basic skills because of poor reading and math skills (Children's Defense Fund, 1988). In 1987, 25% of United States high school students left public schools without graduating.

Poverty alone can *cause* low academic achievement. Educationally disadvantaged children, lacking home and community resources to fully benefit from school, account for one-third of all elementary and secondary school pupils. Poverty, along with cultural or linguistic differences, tends to lower academic achievement and to result in very high drop-out rates (Levin, 1987). Families trying to survive from day to day have difficulty planning for the future a good education might bring; they do not see academic enrichment activities as a priority, given the necessities of their daily existence.

Though educators try to meet the academic needs of children in poverty, they too face barriers. Inadequate staffing to meet the needs of today's increas-

ing numbers of poor children clearly affects the child's ability to perform. In their efforts to meet educational goals, teachers often must focus on the average child. A homeless child, or a child living in long-term poverty, is rarely average academically. Deviations from that norm can be misinterpreted in many ways. School behaviors related to home cultures are sometimes misperceived by teachers as negative personality traits (Department of Education, 1989). In some cases, teachers automatically expect lower achievement of the poor child; the child reacting to that perception will quickly fail. (Department of Education, 1989).

Health Care

One of the major barriers to health care is the cost of that care. One third of U.S. families living below the poverty level have no health insurance. The children of these uninsured families receive 40% less physician care and 50% less hospital care than do insured children (Sulvetta and Swartz,1986; Rosenbaum, 1987). While medical needs for children often are more frequent due to their at-risk living environments and inadequate food supplies, services are frequently unavailable or difficult to reach.

Even among children on Medicaid, securing medical care is often a problem. Many do not have a family physician. Parents who are poorly educated and preoccupied with survival issues are often unaware of preventive medical health measures, and may overlook minor illnesses until they become crises. Both rural and inner-city parents often have difficulty getting transportation to doctors' offices and clinics. Those who rely on buses may have to arrive far in advance of appointments, waiting with the sick child and the rest of the family in crowded waiting rooms. Physicians and their staff may provide second-class care to poor patients (clinics have been known to schedule 25 poor patients into a single time slot). These and other factors make obtaining medical care a discouraging process.

Infant Mortality and Childhood Disabilities

The percentage of babies born with low birth weight (the leading cause of infant mortality and childhood disabilities) increased in 1985 for the first time in twenty years. Between 1984 and 1985 neonatal mortality increased by 3% among black infants and 1% among all nonwhite infants (Children's Defense Fund, 1988). Many of these babies were born of poor mothers who did not have the knowledge and resources to support a healthy pregnancy. Due to substance abuse, unhealthy living conditions, poor nutrition, and lack of knowledge about prenatal care, teen parents often had unhealthy, underweight babies. Those babies who did survive remained at risk because many of their teenaged parents had neither the time nor the knowledge and maturity to care for them effectively. As a result, 8.5% of poor children suffer from severe functional disabilities, compared to 4.9% of children in families with higher incomes (National Association of Children's Hospitals and Related Institutions, 1986).

Long-Term Health Problems

AIDS, diabetes, high blood pressure...poor people are vulnerable to major health problems. Many factors, including poor diet, environmental hazards, poor hygiene, substance abuse, contaminated water, and stress contribute to the health problems of the poor. Some of these problems could be eliminated or reduced through understanding of preventive health practices. Information about such practices is abundant, but often difficult for poor people to assimilate. Many cannot read. Others can read but lack the basic knowledge necessary to understand specific health guidelines. Still others understand what to do (for example, quit smoking), but lack the support needed to apply it in their own lives.

Children and Malnutrition

For almost 500,000 American children, the major health problem is malnutrition (Physician's Task Force on Hunger,1986, 1987). Nutrition problems affect children's short-term and long-term health. Hungry children cannot study, misbehave because of chronic discomfort, and are vulnerable to disease and chronic illnesses.

Mental Health

Poor people's lives are full of stress and frustration, which can lead to depression. Depression can lead in turn to self-abuse and abuse of others. Depression can also cause physical symptoms which are often

dismissed as "psychosomatic" by professionals, but which are very real to patients. Anti-depressants are commonly prescribed for poor mothers; unfortunately, these medications can make problems worse by creating dependency and diminishing the mother's control and effectiveness.

Finding high quality help from mental health experts is difficult. Key questions for families caving in to stress are: "Where do I find quality help? What is a quality helper? Can I really deal with all these issues when I see no future for me or my children?" It takes energy to find the right therapist, enough time and money for therapy, and the courage to face the difficult issues.

The leading challenges for therapists helping young poor parents are where to start and how much change to hope for. The clinical worker may be the only available support in his/her client's life. The worker knows that the therapy delivered requires reinforcement outside the office in order to have long-term results. This support is rarely available for families at risk. Because today's long-term poor are becoming isolated from mainstream society, their environments do not support positive change.

The Poverty Environment

To blame individuals and individual families for their poverty is unrealistic. No one wants to be poor. No parents want their children to be hungry. Those who enter poverty due to a specific crisis and who have the resources and support systems to move out again tend to remain in poverty for only one to three years. In the past decade, however, many young families have not been able to move out of poverty.

According to William Julius Wilson in his book *The Truly Disadvantaged*, at any given time, 60% of those in poverty are long-term poor. Some are members of families that have been poor for generations. A combination of variables affects these families' ability to move toward a better life. In some cases, individual traits affect one's ability to complete an education and find a decent paying job. The barriers discussed earlier in this chapter clearly impede progress toward self-sufficiency. The *poverty environment* itself, however, is equally a problem for those looking for support and strengths to move toward self-sufficiency. Though some problems — especially those related to intergenerational issues — are similar for both rural and inner-city poor, other problems tend to affect one group more than the other.

The Inner-City Poor

Young families living in the inner city exist in an environment of fear and dishonesty. Vandalism, drug dealing, and violence are common. Low aspirations, poor education, unemployment, drug addiction, frequent illness, and early death are the norms if one lives in a poor inner city. Poor blacks are robbed four times as often as middle-class whites. The leading cause of death for black men ages 15-44 is murder. The leading cause of death for male teens is suicide (an indication of their hopelessness). Because of the drug dealing and violence in inner-city neighborhoods, it is difficult for parents to give their children the independence they need to become responsible and independent. Much of the parents' time is spent keeping the children safe. Education takes a back seat to survival.

The majority of inner-city households are headed by single mothers. Two-parent families are rare. Rare also are marriageable, employed single men.

Due to high unemployment in these neighborhoods, children rarely interact with people who are employed or with families that may have a steady breadwinner. Positive male role models simply are not available. Male adolescents do not hear of viable job opportunities; there is no network that offers this information. If a young male happens to connect with a good job, there are no male support systems within the neighborhood to help him through work-related problems. An expectation of self-sufficiency through a good job seems a dream rather than a real possibility. Many young men often give up early; a lack of school success leads to drop-out rates as high as 50% in the city. Drop-outs often accept a low-paying job in order to make ends meet. Others choose a quicker way to buy fancy clothes and a nice car — they turn to drug dealing.

Adolescent girls also feel caught in a cycle of helplessness. Some turn to pregnancy as a way to move from a difficult school situation toward possible independence. Many from single head of household families are unsure of how a positive male/female relationship is defined. Young men are very willing partners; those who are not sexually active are often arbitrarily labeled "gay." Those girls who do not have intercourse are often called "goodie two-shoes." For

many young girls, a baby represents security; it means someone to love and someone who will love them, and brings a sense of belonging they rarely find in their chaotic world. Adolescent mothers, with their lack of education and added responsibilities, have very few viable job opportunities.

Even those adults prepared to work encounter special problems related to maintaining employment. Most jobs poor adults hear about are the jobs no one else wants: tedious, unchallenging, or hazardous. Because many of these jobs pay less than the weekly A.F.D.C. welfare check, mothers struggle with the choice of working and having their children come home to empty homes and dangerous neighborhoods, or being stereotyped as "lazy A.F.D.C. collectors" and keeping their children safe.

Commitment to a new job carries with it its own set of problems. When an adult who has lived in long-term poverty chooses to become self-sufficient, there is often no one to support him/her. Networking with potential mentors is difficult when the poor neighborhood is so isolated from mainstream society. There are few other successful employees in the neighborhood with whom to socialize. In fact, when poor individuals begin to become successful, envious neighbors, friends, or relatives may decide, consciously or subconsciously, to hinder future success. The insecure boyfriend of a single mother may change the setting of an alarm clock in order to make his girlfriend late for work. Even children of a working single mother may fuel her guilt about spending time away from them. When children are sick, there is often no one available to help out. If the mother must stay home, her job is jeopardized. With no support from within the poor community and isolation from the mainstream of society, it is difficult for adults to move out of poverty.

Housing

Few poor families in the inner city are fortunate enough to find an apartment in a two-family home that is safe and comfortable. The majority of poor families are clustered in inner-city housing developments. Increasing numbers of poor young families are homeless, forced to live on the streets or periodically in shelters for the homeless.

Those living in housing developments must often deal with a high incidence of crime. Drug dealing and prostitution are common. Families in poverty are extremely stressed and often very angry. Violence, both within the family and outside the home, is frequent.

Attempting to create a good home environment in poor inner-city neighborhoods is difficult. Even the most careful homemaker in an apartment complex can be overrun by cockroaches because the family next door is not as clean. Children have difficulty sleeping through the night due to late-night drug activity. Children have no safe place to play outside. Allowing kids the freedom to explore their environment and to learn from their mistakes is unrealistic in such a hazardous environment. Parents must choose between overprotecting their young and risking rebellion or giving them some freedom and hoping they can make the right choices in an environment saturated with crime.

Because families live so close together, privacy is rare. Friendships become strained as individuals know too much about each other, including every mistake, every flaw.... Working together for change is difficult. Tenants, fearful of becoming homeless, are careful not to complain too often. They often view advocacy groups as potentially harmful to their security. Some landlords use this powerlessness to their advantage, allowing apartments to degenerate, ignoring drug dealers who hang out, raising rents arbitrarily, and in general, maintaining an unsafe, unpredictable environment.

Personal Isolation

Poor inner-city families are isolated from each other by suspicion and fear. Both family violence and community violence are common. In neighborhoods with rapid tenant turnover, residents often have trouble recognizing their own neighbors. Individuals rarely participate in reciprocal behavior. The possibility of neighbors connecting to address a community problem is remote.

Most of those who are poor are also emotionally exhausted; they often do not have enough energy to deal with their own problems, let alone to try to give to others. Most adults prefer to avoid the complications of getting involved with others in the community. Youth in these communities, desperate to "belong" to some peer group, may choose to belong to a young moms group if they are female, or to gangs if they are male.

Isolation From Mainstream Society

Inner-city housing clusters are often located away from general city activity. This geographical separation reinforces the mainstream belief that poor people are radically different from ordinary people, a view which is often supported by media reports on welfare abuse,

drug-related crime, and child abuse in the inner city. Poor people are aware that many outsiders see them as inherently lazy and dishonest, and as a result, they avoid contacts with the outside world that will only make them feel inferior.

The Rural Poor

In general, rural poor have more frequent and positive contacts among family members, and see less criminal activity, more civility and greater frequency of helping gestures (Korte, 1983). For many, a value system focusing on family relationships rather than upward mobility means measuring individual success according to special talents, position in the church, or family name. Though adults become frustrated and angry with the lack of opportunities for a better quality of life, most poor who remain in rural settings have accepted their situation, recognizing the real lack of employment opportunities for better paying jobs.

Barriers related to health, education, and employability are, in many cases, more serious for the rural poor. Forty-one percent have no health insurance (O'Hare). Job training programs are hard to reach. Transportation to health and welfare supports is frequently unavailable. While numbers of rural poor are beginning to match those of the inner city, 20% of the $95 billion spent in support of the poor is directed to rural communities (O'Hare, 1988). As a result, the rural poor often suffer serious nutritional, emotional, social, and physical problems and have access to fewer of the support networks found in the cities.

Diversity Among Rural Families

The rural poor live in a variety of poverty settings. Some poor live in families isolated in small towns across the United States. Some are homeless families moving from town to town, living out of a car or in a temporary residence. Some are migrant families, often moving from community to community as harvesting jobs become available. Some live in communities of intergenerationally poor as in Appalachia, the Tennessee River Valley, or the Mississippi Delta. Each of these populations has unique problems related to their poverty.

The Rural Poor in America's Towns and Small Cities

The majority of rural poor in towns and cities live in two-parent families (O'Hare, 1988). For adults, the marital relationship is often an important source of strength. Often in difficult times, family members brainstorm ways to survive, encouraging another family member to take on a part-time job or changing financial arrangements as a way to avoid asking for help. Continued financial problems often result in stress on the marriage, which in turn results in depression, family communication problems, and family violence. Isolation, often self-imposed due to family pride, results in escalation of the intensity of these problems.

Children in these families often grow up in poverty in spite of how hard their parents try. Seventy-two percent of rural poor children live in families where at least one family member works. The children cannot understand the value of their parents' hard work, when all they see is inadequate basic needs as reward. They do not see education as a means of becoming self-sufficient given the limited job opportunities available. Many poor youth feel uncomfortable in school, stereotyped by peers as the "poor family" in town. They often respond to mediocre academic expectations with mediocre academic work.

There are few places for youth to meet to enjoy enrichment activities, learn social skills via positive peer relationships, or find positive role models. Children whose parents can offer transportation enjoy group sports and recreational activities in town and in nearby towns. Poor youth do not have these opportunities. The choice is to stay at home with no contacts or find someone in the same situation to connect with. Intergenerational poverty for the rural poor occurs when a teen, trying to escape from a difficult family situation, moves into the same situation through early marriage.

Housing for the rural family varies from a rundown apartment in a section stereotyped as the poor part of town, to other inadequate housing far from community life or the family farm. Quality of housing depends on the integrity of the landlord since there are few advocates for the poor in rural communities. In all cases, a sense of isolation from mainstream society exists, sometimes self-imposed, sometimes imposed by rural residents through stereotypical attitudes. The stress related to poverty issues combined with long-term isolation often results in escalating family violence, and increased feelings of being helpless to improve the quality of life.

Recently, an increase has been noted in families of "drifters" moving from one rural location to another. They often live in their cars. The adults in these families pick up odd jobs where they can, working for temporary housing, seeking medical help only in emergencies, and living on commodity handouts. Again, developmental needs of children, educational and occupational goals, and quality of life issues of most of these families take a back seat to survival.

Migrant Families

Migrant families often move to where the harvest is, doing hard manual labor for a minimum wage. Many families, especially those in the south, are extremely discouraged as they labor under extremely poor housing, employment, and health conditions. They suffer extreme psychological pain as they view their position as subservient to agricultural field supervisors or their employer. This physical and psychological pain results in heavy drinking and family violence (*The Quiet Revolution*, Harris, Allen).

Housing is often inadequate. Some migrant workers live in dormitories. Families may live in shacks, frequently with inadequate sanitary provisions, poor refrigeration, and overcrowded conditions. More recently, drug dealers seeking refuge during raids have taken shelter in the temporary space of the migrant family.

Health care is sought out only in a crisis. Because records are often unavailable, medical treatment is often inconsistent; colds become pneumonia; early childhood language problems become major developmental delays during school years. Many migrant workers know they are unwelcome in many area doctors' offices and community hospitals. Members of migrant families frequently have high rates of anemia, tuberculosis, and stunted growth. Preventative health programming is impossible. Inability to read English, lack of bilingual social workers and medical help, and questionable medical histories due to constant moving prevent professionals from offering appropriate preventive information. Lack of adequate refrigeration often destroys the nutritional value of foods and the potency of medicines such as insulin. The need to eat whatever foods are available often limits the availability of foods to match special diets and the nutritional needs of growing children.

Education for migrants takes a back seat to survival. Children often miss school on good harvesting days. In many cases, relocation due to different harvest seasons seriously disrupts academic progress. Language barriers and the parents' inability to read limits the academic support children receive. In many cases, educational goals seem irrelevant, given the limited opportunities in the migrant worker's future.

Southeastern Pockets of Poverty

There are pockets of poverty in southeastern United States where families have lived in poverty for generations. Family traditions, kinship ties, individual talents, and family reputation are local measures of success. In many cases, because these areas are politically neglected, it is unrealistic to set goals of upward mobility. Family members have accepted the fact that they are destined to be poor.

Residents of these pockets of poverty struggle with health problems similar to those of migrant workers. Housing and sanitary conditions are primitive. Some families live on as little as $1,954 per year.

Educational opportunities receive mixed reactions. While some youth see other lifestyles as possible, they struggle with abandoning family tradition for a different quality of life. Others wonder, even if they chose to complete high school, if there really would be a decent paying job for them.

Many youth who want to move from their pockets of poverty choose military service as the only viable way of escape.

Past Policies and Programming Directions

President Lyndon Johnson's War on Poverty focused on providing support, services, and funds to remedy specific "social and psychological problems" which scholars of the sixties attributed to a culture of poverty (20% of the U.S. population at that time). Many of the poor in the '60s and '70s were able to use these services and move on to a better quality of life. Others, more entrenched in poverty, seemed to accept the definitions of themselves as inherently flawed and became even more helpless. Meanwhile, the non-poor blamed the poor for their own plight and expressed anger over the use of their tax dollars for poverty programs. (This "blame the victim" mentality persists today, acting as another barrier keeping the poor from feeling confident enough to move toward mainstream society.)

As numbers of poor decreased, government policies emphasized increasing the financial resources

of those who remained through implementing the negative income tax and transfer payments.

When it was discovered that increased income alone was not enough to help the long-term poor, programs were aimed at helping the people take more responsibility for their economic situation. These programs included CETA job training and measures to make absent fathers pay child support. However, CETA helped only those who had the support system and skills to improve their quality of life through getting a job, and child support money collected from poor fathers was so minimal it had little impact on families. Though many were helped, many—11% in 1979 (Chilman, 1988)—remained poor.

By the end of the '70s experts were aware that many of the poor were becoming mired in intergenerational cycles of poverty. Workfare programs were initiated as a device for getting poor families off welfare. Again, for those ready to accept training and use their learned skills in a job placement that would result in a better quality of life, the program worked. Others, placed in jobs that offered no improved quality of life, experienced repeated failure and continued poverty.

Policies of the '80s

Policy makers are concerned over current trends indicating increased numbers of poor, from 11% of the population in 1974 to 17% in 1985 (Chilman, 1988), and greater degrees of poverty (in 1984, more than one-third of the poor were more than 50% below the poverty line). Politicians and social scientists of the '80s are struggling to identify policies that will reverse the trend of ever-growing numbers of poor young families caught in long-term poverty. They realize that the burden of funding A.F.D.C. dependent families ($8.6 billion in 1985) is a drain on the economy. They know that each year's class of school drop-outs costs the nation more than $240 billion in lost earnings and foregone taxes over their lifetimes (Catterall, 1985). The homeless cannot contribute economically; the children of teenaged mothers are more likely to suffer from physical and mental handicaps, and thus to require expensive special education; school drop-outs represent a loss of the sophisticated workforce our nation needs to compete with the international market, and criminals cause huge economic losses — both to their victims and to the system that must investigate, prosecute, and incarcerate them. These economic reasons alone prove the need to address the plight of growing numbers of families caught in long-term poverty.

Thus far, federal programming recommended to address these concerns is an extension of the employment training concept. Recent policy mandates that parents receiving A.F.D.C. payments (with preschool children) participate in training or work. More child care options are available (but remain inadequate). Child support payments are being secured by going directly to a father's paycheck, income tax refund, or social security check. Programs are more available which focus on the symptoms of poverty: teen pregnancy, drop-out rates, substance abuse, and violence in the home. Unfortunately, few of the programs being implemented take a long-term approach to preventing problems. Some of those that have worked (such as WIC of Head Start) have even lost some funding during recent years.

The Emerging Underclass

In spite of all the programming directions of the past decades and greatly increased spending in social service areas, long-term poverty, some of it intergenerational, continues. Mary Jo Bane, in her book, *The Poor in Massachusetts*, expressed concern that from 30% to 60% of the American poor are long-term poor, isolated in their own environments. She sees these individuals and young families as the emerging American underclass.

According to Bane, public policy of the past, which focused on short-term poverty problems, will not work for our current underclass situations. Harvard researcher David Ellwood agrees that policies must change. According to him, mothers with no marketable skills and inadequate child care, isolated from working society due to welfare, and with no access to a job that could bring them above the poverty line, will not easily become self-sufficient through job training programs. Ellwood says that current workfare programming will get only 1% of the poor off the rolls in one year.

Helping The Long-Term Poor

If our government indeed wants to help the long-term poor out of poverty, then there must be a fundamental change in policy. Policy makers must look at poverty itself, rather than at specific problems that could result from poverty (e.g., drug issues, school drop-out rates, pregnant teens). They must look at how our public assistance system disempowers individuals. "Welfare does little to help people gain control and independence." (Ellwood, *Poor Support*, 1988). Clearly a higher minimum wage, childcare benefits, and more child support will make a difference (Ellwood, 1988). Budget-cutting policies in areas of health, housing, income maintenance and employment also need to be re-examined (Chilman, 1988). Unfortunately, employment opportunities alone may be too little too late for many of those discouraged by periods of long-term poverty.

Researchers are concerned that the currently escalating numbers of those isolated in long-term poverty, could result in an extension of the long-term poor's feelings of hopelessness, distrust, despair, fear, hostility, and fatalism. They fear that these values, attitudes, and norms may make it difficult to take advantage of employment opportunities in the future (Chilman, 1988). Education and employment opportunities may need to be accompanied by a support system that will maintain an improved quality of life for those who are living isolated in poverty.

The Master Teacher in Family Life Model

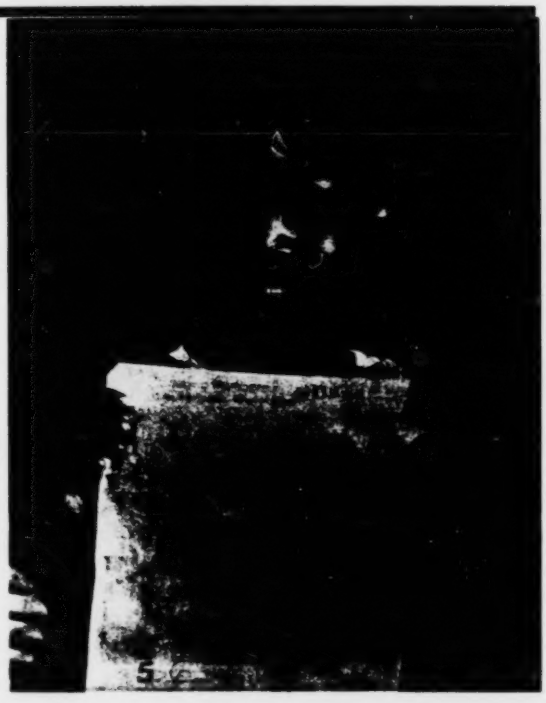
The Master Teacher in Family Life Model strengthens individuals and communities discouraged by the barriers of long-term poverty. It is a community development/family life training-the-trainer model that teaches natural leaders within poor communities information and skills that will enable them to improve the quality of life in their neighborhoods. Once trained, these leaders: 1) support and mentor individuals in need of family life information; 2) encourage networking within the poor community through information sharing and group building; and 3) begin community development efforts in order to maintain long-term change in quality of life for adults and youth living in rural or inner-city poverty. The program is unique in that it builds strengths from within the community, rather than bringing in support from outside.

This model considers the concept that families living with limited resources isolated from mainstream society will continue to feel helpless as long as they exist in an environment of hopelessness. Using Bronfenbrenner's (1981) concepts relative to ecosystems, this model attempts to improve the community environment of the poor through identifying strengths within the poor community and using those strengths to help support long-term feelings of empowerment of families in the community. The model departs from the typical social work style of supporting those in need through offering short-term services to help in crisis. Rather than creating a dependence on "the system," the Master Teacher in Family Life Program focuses on Adlerian concepts of encouraging individuals to take care of their own problems through learned information and skill building. It focuses on creating environments of encouragement through building up strengths inside the environment and creating linkages between the natural leaders in the poverty community with helpers in mainstream society. Although the model will not result in higher paying jobs, which clearly are needed, it does provide for those in poverty a more hopeful environment which can prepare individuals, especially children, adolescents, and young adults to take advantage of opportunities to improve quality of life as they arise.

Chapter 2

Master Teacher Program: Encouraging the Discouraged

This chapter focuses on the use of the Master Teacher in Family Life Program as an agent to support long-term change through ongoing information sharing and community building.



The Master Teacher in Family Life Model

The Master Teacher in Family Life Program is an educational approach to addressing the needs of the rural and inner-city poor. The program teaches natural leaders in targeted communities family life information and community development strategies. With this information and the support of the program trainer, these natural leaders will be able to help friends, neighbors, and relatives within their community. The availability of ongoing community support and timely information about important issues will empower families in poverty to begin to address issues of hopelessness that often keep long-term poor from effectively using opportunities for growth.

How the Program Works

The program begins with the commitment of a professional educator to work in a specific community. That educator then locates and trains natural helpers in the community to become Master Teachers in Family Life. (The recruitment and training processes are described in detail in Chapter III of this manual.) Once trained, Master Teachers in turn act as trainers and mentors to those in their neighborhoods. By creating this chain of mentoring, the Master Teachers in Family Life Program will:

- increase knowledge and skills by creating an effective internal communication system to educate poor individuals about health issues, substance abuse, money management, parenting, family planning, interpersonal skills, school issues, AIDS, and other concerns specific to the targeted neighborhood.
- address issues of personal isolation by creating and sustaining a network of support for children, teens, and adults who want to use their learned knowledge to make more appropriate choices in their life — especially relating to health, employability, and education.
- address issues of isolation from mainstream society by creating a chain of mentoring (beginning with the program educator) that will link families immersed in poverty with others in mainstream society.

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Increasing Knowledge and Skills: The Internal Communication System

Current information-sharing strategies have had little impact on families caught in long-term poverty. Many poor adults cannot read the flyers circulated on issues such as AIDS. They view educational programming with disdain, recalling their own negative school experiences. They seldom buy newspapers. They tend to turn to their peers for help and information rather than to professionals.

The Master Teacher in Family Life provides information through one-on-one interaction and small group activities. The sincerity of these teachers and their ability to provide information that specifically matches the unique needs of each individual will be much more effective than the generalized information circulated via a flyer or TV program. Knowledge of decision-making skills and communication skills, plus an information base on topics related to education, employability, parenting, health, sexuality, substance abuse, and family life will prepare Master Teachers to help their friends, neighbors, and relatives learn to help themselves. The ongoing availability of quality information and support from the Master Teacher is important to promoting gradual but lasting changes.

Addressing Personal Isolation: Creating a Network of Support

Short-term connections of outsiders to the targeted community have a limited effect in promoting long-term change. When agency professionals provide programs in a community, many members of the community will resent the programming, seeing it as an intrusion from outside—something that they have had no part in developing. They often resist committing to the program. Other families and individuals may participate in the programming and manage to maintain positive changes as long as the program is available, but, once outside support is withdrawn, slip back into familiar negative patterns. Some individuals may want to change, but have to fight the resistance of family members who fear the repercussions to the family system. Without long-term support from someone who shares his/her goals, such an individual is likely to fail.

The Master Teacher in Family Life addresses all these problems. By being a member of the community, the trained natural leader has the status and trustworthiness of an insider. Commitment to programs sanctioned by him/her is likely. By being an ongoing presence in the community, the Master Teacher can provide the long-term support that is essential to those who want to change.

As with most new programming, the numbers of those who choose to connect with Master Teachers may be small at first. The Master Teacher community building model will often be challenged by generations of the discouraged who see no hope for change. However, unlike many poverty programs, with consistent community building strategies, many will slowly join in the community building process. The numbers will increase as the trust in this model increases.

By providing individuals who want change with a network of support, including Master Teachers and other residents with similar desires, long-term personal isolation will be positively addressed. Individuals will not need to deal with problems alone. Feelings of isolation will be alleviated. When times get tough, when too many stressors make positive change difficult, knowing there is someone to talk to within the community is likely to help the struggling individual through that difficult time. When individuals who have lived for generations with the same unsuccessful problem-solving strategies begin to try out new ideas, having someone close by to help the first time *and* in the future will result in successful change. For all human beings, support from others is essential for developing self-confidence. For a family moving out of poverty toward self-sufficiency, a strong supportive network is especially important.

Responding to Community Isolation: Connecting with Mainstream Society

To maintain an improved quality of life, poor people need to build connections with mainstream society. In many cases these connections are difficult to form because of fear and suspicion on both sides. The Master Teacher can begin to form these links because he or she is one of the members of the poor community who is perceived as most competent by both outsiders and insiders. The Master Teacher can make contact with trainers and other professionals outside the poor community and gradually bring them into the community. He or she can also bring community members out to meet those mainstream professionals. Eventually, the Teacher's helpees will be comfortable seeking effective outside resources on their own. The

Master Teacher can also educate outsiders about the realities of living in poverty through participation on boards, encouraging positive media coverage in the neighborhood, and joining coalitions that address issues of poor families at risk. He or she can encourage participation of friends, neighbors, and relatives in programming offered by "outsiders" through organizing and insuring high quality follow-through within the targeted community. Ultimately a reciprocal relationship between the poor community and the rest of society will be forged, breaking down the walls between the two communities and improving the quality of life for the poor.

Why This Program Is Different

The Master Teacher in Family Life Program works because it encourages the discouraged, gives people skills and knowledge to help them take control of their lives, and provides an environment to maintain positive change. The Master Teacher in Family Life Program is unique in that it relies on the strengths within the poor environment. It views the educator/trainer as merely the resource available to offer training, support, and encouragement. The community residents are seen as the important agents of long-term change.

The Master Teacher approach can seem rather unrealistic given the barriers outlined in Chapter I. How can families constantly facing their own problems possibly have the energy left to help others? How can discouraged individuals not only change themselves, but create opportunities for others to grow in self-sufficiency? Finding agents for change within the poor community and giving them the strength to make a difference is a major challenge for this program. The Master Teacher in Family Life Program responds to this challenge first by looking at strategies that have not worked in the past, strategies that in fact are disempowering. It then reverses these strategies into methods that can empower individuals.

Encouraging The Discouraged

Most poor families are caught in a situation that, despite the good intentions of many agency workers, creates a dependence on "the system" (Elwood, Murray). According to a 1985 *Los Angeles Times* opinion survey, "Poor people say the system works against them. Forty percent of welfare receivers see the system as making them more dependent." The effect of this system of dependence is similar to the "good parent" syndrome described by Rudolph Dreikurs.

Dreikurs, a student of psychologist Alfred Adler, describes the "good parent" as the loving parent who does everything for his/her child: chooses the wardrobe, cleans the child's room, acts as referee in childhood disputes, and helps with homework. The result of these parenting behaviors is a child incapable of planning his day, organizing possessions, compromising in interpersonal relationships, and following through on responsibilities. The child fails constantly when on his own and has no clear self-concept. His feelings of inadequacy may be reflected in antisocial behavior, school failure, or general apathy to the world around him. The parent is creating a helpless, dependent child who will likely always need a "parent" to care for him throughout his life.

A parallel situation can be observed in our current social service delivery system. Our current system is the "parent," identifing needs and giving resources to families in need. It focuses on weaknesses — teenage pregnancy, homelessness, drug dependence — as conditions for help. It assumes the poor are unable to care for themselves and develops programs from their perspective *for* the poor. The assumption of many families, especially those who have been a part of this system for generations, is: obviously the agencies know we cannot make it on our own, so we cannot make it on our own; and we might as well not try, because they will want us to do it their way anyway. The longer the period of poverty, the more inadequate family members feel. These feelings of inadequacy may be reflected in contempt for our social system, escape via alcohol or drugs, or just plain apathy and dependence. When given opportunities for growth, individuals avoid the opportunity or intentionally fail because deliberate failure is less damaging to one's ego than trying hard and yet not reaching one's goals (Frankel & Snyder, 1978; Kernis, Zuckerman, Cohen & Spadafora, 1982; Miller, 1986). In cases where social service interventions have been given to families for generations, not only are there attitudes of hopelessness, but also limited interpersonal skills which promote independence and responsibility. These skills have not been useful in their limited environments.

Adlerian theory tells us that the dependent child does not have to remain dependent for the rest of his or her life. Effective intervention can turn around these behaviors. Dreikurs believes that the "good parent" of the dependent child can turn this phenomenon around

— by offering space, skills, and opportunities to the child, encouraging responsible behavior. The parent can teach the child interpersonal skills and problem-solving strategies. Parents can teach such children how to solve their own problems and then give them the encouragement and space to take control of their own lives. The parent can give the child resources and suggest ways to use them wisely, and then offer encouragement while letting the child make appropriate choices. Gradually, the parent can empower the child to become independent and responsible, ready to become a self-sufficient contributor to a society in flux.

Many families living in long-term poverty can benefit from the same approach. They need opportunities that promote independent behavior rather than dependence on a system. They need to be given information relevant to their lives, and then be allowed to apply it. They need opportunities to gain control of their lives and support to maintain those feelings of control. Each successful decision will reinforce hope for a better quality of life and eventual self-sufficiency. For first generation poor, the approach will maintain hope. For the intergenerational poor, this approach will begin to promote long-term change. Just as parents who have always encouraged a child to be dependent on them cannot suddenly insist that the child be completely independent, so a social welfare system that has fostered dependence in the poor cannot suddenly withdraw all support and expect immediate, positive change. The Master Teacher, as a teacher and community builder, however, can begin to facilitate this process. He or she can build the bridges from dependence to independence.

Strategies to Encourage Families in Poverty

In every poor community there are those who, despite the difficulty of their own lives, are natural leaders. They have the potential to help move their communities toward a better quality of life and yet they need help themselves in order to realize this potential fully. Though skilled and successful in their own family lives, they may hesitate to intervene in the lives of others. They may lack some of the information they need to effect change in the community. They need reinforcement of their own attempts to help.

In the Master Teacher in Family Life Program, a professional educator functions as the mentor to these natural community leaders. The educator acts as a role model to the Master Teacher and funnels information to the Master Teacher. The educator is also there to listen when the Master Teacher encounters problems in the community.

Conversely, the natural leader is there to educate the professional educator (and, indirectly, the mainstream community in general) about the poor community. Natural leaders know which strategies work and which do not. They know the needs of the community. *Perhaps the most important task of the professional educator is to make natural leaders aware of just how much they do know and to encourage them to follow through on their own beliefs.*

If you become an educator in this program, the following specific strategies which focus on encouragement will help you be effective:

1. *Respect the Individuals You Work With.* Families in poverty wait for everything: social workers, welfare checks, buses, housing repairs. Make sure you have the time to give to this program so you can fulfill your responsibilities in a timely fashion. Be prepared and on time for meetings. If you say you will "find the answer," find it — or admit you took on a task that you could not accomplish. Inconsistency and unkept promises give the discouraging message that you do not really take this program or the needs of the clients seriously.
2. *Recognize Efforts.* Do not wait until a trainee comes to five training sessions before noting his or her dedication to the program. Comment on the creative ways program participants have discovered to get babysitting or transportation — let them know you are aware of their efforts. When a trainee becomes a Master Teacher, do not withhold praise and encouragement until he/she has made a major achievement in turning around another's life. Notice each step of the way — the building of trust, the consistent support... Remember that when Master Teachers help others, they are giving a part of their emotional self away; that missing emotional part can be replenished by the educator through encouraging remarks.
3. *Display Effective Communication Skills.* In the skills part of this manual (Workshops 2 and 3), Master Teachers are taught effective ways to communicate with their clients (e.g., how to talk openly *with* people rather than talking *to* them). As the first link in the mentoring chain, you must display the skills that really keep communication open.

4. *Maintain Confidentiality.* Communication will remain open only if sensitive issues are kept confidential. Poor families fear that shared personal problems may become a matter of public record. Once group members begin to speak frankly, maintain their trust.
5. *Keep Expectations Realistic.* Don't expect to change the world overnight. It will take helpees a long time to learn and practice new skills. Some barriers to change will never completely disappear. Some goals — for example, those related to high levels of employment — may be totally unrealistic given the political and economic realities of the community. Be patient. By noticing and praising even small positive change in trainees and clients, you will encourage helpees and also feel encouraged yourself.
6. *Project Faith in Your Trainees.* Try not to give all the answers, even though it is very difficult sometimes! Remember, the more an individual is encouraged to rely on the educator, the less internal control he or she feels. Work with others to find solutions relevant to the community. Admit readily that you do not know the answer if you do not. If you have never lived in poverty, do not pretend that you know how it feels — you do not. Families struggling with limited resources find such attitudes patronizing and discouraging.
7. *Find the Strengths in Each Trainee You Work With.* Remind them of their strengths frequently. These people may be unaware of how powerful they are. The discouragement of poverty causes many to deny their talents and abilities. When trying to identify positive aspects of the Reagan cuts, Rev. William Payne said, "...it may enable us to rely on our own strengths which lay latent, like a sleeping giant." There are aspiring, talented artists in situations of poverty who have not been able to use their talents appropriately. There are caring, talented human service providers who have been told to take clerical courses or (in one case) lose their food stamps. By helping each trainee discover his/her talents, you will be creating a powerful community.
8. *Find as Many Positives in a Negative Situation as Possible.* To those in poverty, many barriers seem insurmountable. If the educator, the trainee, or the client gets stuck on the negatives of the situation, there will be no movement — only discouragement. Find the solutions that do work and use each as an encouraging sign to keep moving upward.
9. *Be Prepared with Programming, Resources, and Answers to Questions.* The more prepared you are, the more the trainees will trust your sincerity in wanting to make a difference.
10. *Get to Know the Neighborhood in Which You Are Working.* In every neighborhood there are individuals who view themselves as the leaders. In some cases, these leaders are caring individuals who want a good quality of life for all. In other cases, the leaders are survivors who control situations within the community, often to their own benefit. Understanding how the formal and informal leadership in a community operates is essential. If the trainee associates you, the trainer, with a local power structure (for example the housing or government authority) that they view as oppressive or corrupt, your effectiveness will be severely undermined. Even if the local power structure is popular, you will want to define your independence from it. In general, powerful community leaders can be useful in helping you begin a program, but be careful not to present them as key to the program's success.

Building Communities to Support Change: Creating an Encouraging Environment

With individual empowerment individuals will gain the self-confidence to reach outside themselves and connect with others inside and outside their environment. The natural leaders who become Master Teachers will decide how to use their training in a way that matches the goals they set to help their neighbors, friends, and relatives. Master Teachers will often choose to work on formal programs; however, with good training, Master Teachers also seem naturally to create an informal sense of community as families begin to talk to each other. The talking and sharing result in increased awareness of information that can improve family and community life, and an ever-expanding support system. The specific direction a given Master Teacher takes will match his or her personality and current goals.

- Some will use the program for self-improvement, finding the energy to finish a GED program or enter college. They will become role models to others.

- Some will become mentors to individuals in the neighborhood. They will let isolated individuals know there is someone nearby who cares and has the skills and knowledge to make a difference.
- Some graduated Master Teachers will want to use their learned knowledge to build programming that will help groups of others — youth groups, groups of young parents, families struggling with a specific social issue such as AIDS.
- Some may want to use their connections inside and outside the poverty environment to begin community development work — long-term improvements in the structure and function of the neighborhood.

By the end of the training, each will know what she or he wants to do. Know that with each Master Teacher Training you are empowering natural leaders to build formal and informal communities of mutual support. This will bring success to a community building process that will create long-term encouragement and long-term change.

Master Teachers and Their Helpees: Building Internal Information Networks

Family Life Issues

As the Master Teachers share quality information about family life issues with their helpees:

- parents will learn more effective ways to deal with their children; the potential for abuse will lessen.
- individuals will better understand health issues; the frequency of early death due to disease will lessen.
- teens will care better for themselves before, during, and after pregnancy; infant mortality and disability will be less frequent.
- families in crisis will know where to find good help immediately; suicides can be prevented, children will be safer.
- adults and teens will be more likely to hear of good educational and job possibilities; they will have more success in the job force.

Group Activities

As some Master Teachers begin group activities:

- young mothers will have a place to go to support each other and share information about parenting; parenting styles will become more child-centered.
- youth will have enrichment and academic activities to motivate them toward academic success; with success will come decreased drop-out rates.
- youth will begin connecting with the "good kids" in order to "belong;" gangs will not be the only alternative.
- the isolated rural will find mentors and support outside the home.
- families at risk will be able to join support groups.
- the employed will find others with whom to problem solve issues related to the family and work.
- group educational programming addressing money issues such as management, consumer rights, and job skills will be available.

Reaching Out

As some Master Teachers reach out to mainstream society:

- Master Teachers will join organizations that can help them achieve long-term change.
- Master Teachers will identify and initiate activities that will enrich youth living in poverty.
- Master Teachers will become the consumers who identify programming that works to help their neighbors at risk; support services will be motivated to provide good programming or be passed by.
- Master Teachers will become the role models, encouraging others from their neighborhood to move toward the mainstream.
- Master Teachers will teach others about the real needs of the poor; programming will become more practical and stereotypes will break down.

Encouragement Works

For the past three years I have been working in inner-city communities. One evening at an appreciation picnic for members of a particular black and Hispanic community, I asked if the fact that I

was a white, middle-class woman born and brought up in a small town was a disadvantage to my implementing this program. If I had been of a minority background, a person who had survived poverty issues myself, would I have been even more successful with this program? Their immediate reply was no, neither color nor personal experiences had any effect on the success of this program. The reason they listened to me was that they knew I cared about the issues that affected them. They felt that I respected them and gave them the energy to guide others. Our conversation then turned to incidents when they had been disappointed by others. These others were not remembered by their color or origins either; they were remembered for their discouraging style.

Chapter 3

The Training-the-Trainer Model

This chapter gives a step-by-step explanation of how to implement the Master Teacher in Family Life Model.

Getting Started

The Master Teacher in Family Life Program begins with a ten-week, twenty-hour training for volunteer Master Teachers. However, before this training can get underway, a number of preliminary steps must be taken.

Identifying the Targeted Community

The first step you must take is to identify a community that needs the Master Teacher program. This is relatively easy. Any rural or inner-city community that is struggling with poverty will benefit from the information and services provided by this program. Identifying the forces that will affect the program's success is more of a challenge.

Does the Community Want to Change?
Not everyone in a poor community wants to see the situation changed.

- In the inner city, poor teens looking for quick money make good drug dealers; their bosses inside and outside the community benefit from their willingness to take risks.
- Some leaders in poor communities may fear new methods aimed at empowering their constituents. Many have used control as a way to keep order and may fear that empowerment will cause chaos.
- Problems related to poverty bring a flow of government monies into metropolitan areas; fewer such problems mean less of this money (*The Poverty Establishment*, Roby).
- In rural areas, a disempowered family living in a run-down rental unit is much less of a problem to a landlord than is a family aware of its rights.
- Some rural families who have lived far from the norms of society do not want to be intruded upon.
- Families in which incest or family violence is occurring may resist a networking system that might empower victims to change.
- Social service agencies may resist this new program, viewing the Master Teacher in Family Life Program as a new concept that will require funds, potentially dipping into their already limited resources.

Though you may see a need for change in a targeted community, the likelihood of that change being made should be considered. Ask yourself: Are there individual decision-makers who will support that change? Are there resources to address family life issues? Will you, the trainer, have some support as you begin to make change?

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Your Commitment

Next, you as the educator must plan on twenty hours a week to set up the program, implement the training, and subsequently support the trained Master Teachers in their chosen activities.

The potential impact of this program is extensive, while its cost (because of its reliance on volunteers) is low. Those aware of the high cost of poverty to society will appreciate the cost effectiveness of this program and will probably be glad to contribute the relatively small amounts needed to get it going.

Funds

The funding is minimal and can usually be obtained from area church funds, agency funds, or local businesses. You must ensure that sufficient funds are available to support those who volunteer. The program will need enough funding to pay for babysitting during training sessions (either on-site or in the participants' homes); travel to and from meetings; notebooks and note-taking supplies, and monthly mailings. If any extra money is available, set some aside for a token of recognition for volunteers (for example, a pin, lunch with the trainer, or a neighborhood picnic).

Introducing the Program

Begin by finding out *who really cares* about poor families in the targeted neighborhood. Human service agencies with records of effective, caring action will provide useful contacts. Educators also need to inform housing administrations (when appropriate), area clergy, and area decision-makers about what will be happening in their community. It is important that *all* of those who address the needs of the poor within the community understand and accept the Master Teacher concept. With acceptance will come support.

Barriers

Those (whether social service agents, government agents, or local advocates) who view this model as a threat will respond negatively — uninterested in the program or assessing the program as inappropriate to the needs of the poor (*The Poverty Establishment*, Roy). In some cases, they may appear to be supportive at first, but set up blocks to the success of the program (for example, reserved meeting places that suddenly become inaccessible, disruptive group members, a lack of follow-through on promised services).

Supporters

Those who want to see change will view this model as very useful, helping their service delivery system and enhancing their programming. The educator must build strong relationships with these potential allies to obtain their support as the program develops. These are the leaders, formal or informal, who will help the educator begin to connect with the natural helpers in the targeted community. They will eventually become mentors to Master Teachers working within the community.

Remember, action speaks louder than words. Agency people who support you actively in a timely fashion are those who really care about empowering the poor.

Building the Training Group

Group or Individual Recruitment

Your next task is to recruit the Master Teachers. You have two choices: you can either recruit a pre-existing group (such as a local tenant council, a church group, or a group of Head Start parents) or you can recruit individuals.

The advantages of recruiting a preformed group are that recruiting is simplified, a meeting place is probably already available, and the organization may be able to provide financial support for babysitting and transportation. Furthermore, individuals in the group are probably already networking with the community. The disadvantages are that the group already has an identity, a mission, and an evolved set of interpersonal relationships. It may be difficult to set your own agenda with such an established group.

If you decide to recruit from a preformed group, you can present a description of the Master Teacher in Family Life Program at a group meeting. However, you should subsequently interview each group member individually, in order to make sure group members

are natural leaders interested in community change. Then, in general, follow the steps described below.

If you decide to recruit individuals, consult with the agencies you have already identified as helpful. They will have heard of the "granny" everyone goes to for advice, the lady who loves to take care of little ones, or the elderly man who always has time to talk with the male teens in the neighborhood. (If agency personnel are not sure what qualities you are looking for, refer them to the list of characteristics listed under *The Home Visit* below.)

Interestingly, these recommended individuals may not be obvious leaders in the community. Rather, they often help quietly and behind the scenes, and are turned to because they are supportive and non-judgmental. Keep in mind, however, that these individuals may be frustrated by dealing with chronic problems and afraid of meddling in situations for which they lack the clinical skills. One of your first tasks will be to assure them that you will provide the support and information they need to expand their accepted role of community helper.

The Initial Contact

The actual recruitment process should begin with a telephone call. (Do not eliminate any candidate simply because she or he lacks a telephone, but remember that access to a telephone will greatly increase a person's effectiveness as a Master Teacher.)

In this first phone call, you should:

- tell the individual who recommended him or her for the program.
- supply a brief overview of the program.
- explain why this neighborhood was selected.
- describe why this individual was identified as a good helper.
- state that you will be sending written material, including an application to the program and will call back soon to see if they need any other information in order to understand the program.

If the individual seems at all interested in the program, send a program description and an application immediately. (See both at the end of this chapter. You may want to customize them to the needs of the community.)

The Home Visit

Set up a home visit within one week of the initial phone contact. Your goals during this visit are two-fold:

- to determine whether or not the individual is an appropriate candidate for this program.
- to encourage appropriate candidates to apply.

When screening individuals, look for qualities such as the following:

- maturity.
- a reputation as "the person to talk to" when there is a problem.
- the ability to look at others as equals rather than subordinates.
- a family life that shows a talent for empathy and responsibility.
- the ability to balance one's life and not overextend to the point of being ineffective.
- the ability to empathize.
- a willingness to share power as opposed to a tendency to be in control.
- a self-confidence that can instill confidence and trust in helpees.

If you decide that the candidate is appropriate, the following suggestions may help you convince her or him to join the program:

- Refer again to the person who recommended this individual and the reasons for the recommendation.
- Explain that you recognize the sacrifices that a commitment would entail, and remind the candidate that travel and babysitting are reimbursed.
- Emphasize that this program is different from other poverty programs in that it relies on individuals within the community for change. Bring along a sample graduation certificate (at end of chapter) to emphasize the professional respect accorded to graduated Master Teachers.
- Emphasize that the graduated Master Teacher will not be alone; explain the chain of mentoring that will extend from you to the Master Teachers and on to families in need. Point out that through the program, Master Teachers will make contacts outside the poor community.
- Solicit the individual's opinion about important issues in the community and ideas about how to address them.

- Review the application process. Remember to bring an application (sample at end of chapter) with you; the one you sent earlier may have been lost. Give the candidate the option of filling it out with you or completing it later. Remember to be tactful if you complete it jointly; certain questions, such as those about the applicant's education, may be painful for the candidate to answer.

Seek suggestions for other candidates for the program. Natural leaders tend to know others like themselves, and may feel more comfortable coming to training sessions with friends rather than alone. (Furthermore, each time you solicit advice from the applicant, you demonstrate that you see him or her as your equal.) If the candidate recommends someone, take down the name and be sure to contact that person. The candidate will find out whether or not you follow up on this tip, and will judge you accordingly.

Let the applicant know what will happen next. Tell him or her the starting date for the program and keep in contact by phone or letter in the meantime. If the candidate seems to have the time and energy to join the steering committee, invite him or her to do so.

Throughout the interview and afterwards, remember to be persistent and consistent. Remember that people who have lived in poverty for a long time view missed appointments and tardiness as the norm rather than the exception. Do not overreact if potential candidates are difficult to contact at first or miss their first appointment. Give them the benefit of the doubt; leave the message that you tried to make contact, say when you will try again, and follow through at the appointed time. By demonstrating reliability, you will set an example that will ultimately be followed by participants in the program. (The most important supporter of my program in Springfield avoided appointments with me three times. It wasn't until he saw my persistent follow-through that he began to respect me.)

When trying to determine how many applicants to accept in the program, a rule of thumb is that a pool of fifteen candidates (applicants, not contacts) at the beginning of the training should result in approximately ten graduated Master Teachers.

Steering Committee

As you enlist the support of resident trainees, select four trainees to serve on the steering committee. Representation of both sexes and mix of varying ages will result in well rounded training modules. Remember that the recruits will eventually work on family, youth, and community activities. A mix of planning members will reflect these different directions.

Once you have established your steering committee, it should begin to meet. Concurrently, you can line up the rest of the potential Master Teachers.

The steering committee will meet weekly for four to six weeks before the Master Teacher training. During the program year, a monthly steering committee meeting will be sufficient. In some cases, committee members will become involved in their own pet projects and move away from the original group. The trainer should support the individual directions.

Steering Committee Responsibilities

1. *Program Modification.* This manual contains a list of topics to be presented in the training (Workshops section). Discuss these topics with the steering committee to see how they should be modified to fit the community's needs. Focus on:
   - issues that specifically affect the steering committee's neighborhood.
   - cultural issues in the targeted neighborhood which may affect the success of the training program.
   - the steering committee's assessment of area support services for neighborhood families in crisis. (Which have been effective — or ineffective? Which would they feel comfortable recommending to their helpees?)
   - programs needed to improve the quality of life in the neighborhood.
   - potential follow-up activities after the ten-week training.
   - specialized trainings that might be necessary to meet the needs of the community.
2. *Begin the Community Development Process.* The steering committee can help the educator by identifying potential blockers within the community, including: informal leaders who see this model as taking power from them; programs that have already begun, but are having little success; or potentially dangerous situations that should be

avoided. Awareness of these potential problems will give the educator time to work out strategies to deal with them before the training begins.

More importantly, this steering committee will be the base upon which the rest of the program will be built. Through participation in steering committee responsibilities, members will get to know the program and the effect it will have on the community, thanks to the partnership between them and the educator. As natural leaders, they will share these feelings with their friends, neighbors, and relatives. They will begin building confidence in the program.

3. *Where, When and How.* The steering committee knows the community best. They know:
   - The most appropriate place to hold the training — not only convenient to all, but comfortable and accessible for subsequent activities.
   - Transportation possibilities. They can devise ways to make sure all trainees can attend trainings consistently.
   - Babysitting needs. What will work best? Daytime programming with babysitting on-site? Night-time programming with stipends for babysitting?
4. *Naming the Group.* The program is more likely to have a long-term effect if it has a clear identity — a name that will attract residents. The Springfield Master Teacher Program chose the name "Guiding Hands." It combined concepts that many of the Master Teachers' friends, neighbors, and relatives would relate to. The black and Hispanic neighbors were very religious; therefore, there was a religious connotation. Many of the young parents, especially teens, enjoy TV soap operas; for them, the name alluded to the show "Guiding Light." The name has been in use for three years, and the group is expanding. If funds are available, a poster or window card displaying the group name should be printed to add an air of professionalism to the neighborhood project.

Beginning the Program

About three months after initiation of the project, potential Master Teachers should have completed their applications and the steering committee should have completed their revisions to the curriculum. The actual training can then begin.

Attendance

Historically, attendance has been the most challenging aspect of programs for the poor. These families are often dealing with external crises, and internal conflicts about the wisdom of getting involved. Many are accustomed to social workers who keep them waiting, and to programs with no follow-through. Timeliness and consistency need to be encouraged. Again, the trainer must exemplify these traits first. The trainer will be the role model for all the future mentors/Master Teachers who begin this chain of mentoring.

The first two weeks of the training sessions are critical to making sure that all trainees continue to attend the sessions. At this stage, they probably see the program as useful but are still unsure if the program can give them what it promises. During the week before each of the first two training sessions, the educator should contact all of the potential trainees to emphasize how important they are to the program and to make sure they have arranged babysitting and transportation. A letter announcing the beginning of the program would also prevent confusion about the time and place (refer to the sample letter at the end of this chapter). During the sessions themselves, the trainer should encourage an atmosphere of mutual respect, noting the skills of each individual member and how these skills will create community change. After the first two weeks, trainees are usually engaged in the group process. Except in a few cases, preliminary phone calls will no longer be necessary.

The Meeting Place

Schedule the meetings for a pleasant, comfortable, easily accessible place within the targeted community. If babysitting is to be on-site, try to have children cared for in a separate room.

Set up chairs in a circle before participants arrive. Try to keep the atmosphere warm but professional. Refreshments during a break are always appreciated, but make them your own responsibility; even though participants may offer to help out, you don't want to place any extra burdens on them.

Facilitating the Group Process

Begin the training by explaining that you have a double role: first, to provide factual information and prepared activities, and second, to facilitate discussion.

Stress that each member of the group has a responsibility to question and comment on the issues that arise. Explain that your goal is not to mold trainees in a certain way, but to help each of them find her or his natural style of helping.

At first, you may need to do most of the talking in order to get the ball rolling. Just remember not to focus too much on providing factual information (which will be available in handouts). Instead, suggest certain issues and approaches and then try to get trainees to apply these to the situations in their neighborhoods.

It is important to know when to urge trainees to participate and when to leave them alone. Remember that at any moment, a group member may be dealing with a private crisis. Also remember that trainees may have had bad experiences in the past disclosing personal information to social service workers. Respect occasional reticence.

On the other hand, once trainees start to develop trust in you, you may have the opposite problem: too much candor. You have to make sure the training sessions don't turn into group therapy. Too much emphasis on their own problems will distract group members from their purpose: to help others. Also, a trainee who discloses too much personal information ("My son has AIDS." "I used to beat my kids.") may feel uncomfortable afterward and drop out of the group. Should sensitive, personal issues surface during a session, encourage the group member to talk to you about it privately *after* the group meeting.

Take Time to Empower Your Master Teachers

Remember that, in their previous encounters with social workers and other "professionals," your trainees were accustomed to having to take advice rather than being asked for their own opinions. It may take them a while to become comfortable with their new role. Remember to encourage them and to listen carefully.

When a Crisis Arises

During the training, it's possible that a crisis may erupt within the targeted community. The natural leaders are preoccupied with the issue at hand. This is an instance where consistent contact with steering committee members proves important. The Master Teacher group may not be able to focus on the session you have scheduled. You will need to be prepared for a problem-solving session relative to the crisis and present problem solving strategies that will help them at the scheduled training. Building flexibility into the program format will give you the ability to cope in such situations.

The Training-The-Trainer Model

In the Workshops section of this manual, the ten training sessions for Master Teachers are described in full. Included are the research base that supports the need for the specific training, the goals and objectives to be accomplished, and the learning activities and support materials. Keep in mind that the steering committee will be modifying each module; however, the basic goals should remain the same.

The goals of the training are:

- To help trainees better understand themselves and others so that they can deal with issues that arise in their neighborhood in a flexible, nonjudgmental fashion.
- To reinforce interpersonal skills that are necessary in order to be effective mentors.
- To provide an information base on topics including education, employability, parenting, health, sexuality, substance abuse, consumerism, and family life so that Master Teachers will be better prepared to respond to the needs of their community.
- To share information about agencies supportive of families trying to improve their quality of lives, so that Master Teachers will better understand the agencies' roles and more easily gain access to their services for themselves and others.
- To provide mutual support for the group, so that Master Teachers will be able to connect with each other when they need support or information.
- To begin the community building process, starting with the core group of Master Teachers and expanding to other individuals addressing poverty issues.

The Program Structure

Training during the ten weeks will focus on issues that affect the trainees and those they help. At first the program will tend to address personal and family issues; then it will focus on community problems.

The educator will be the principal group leader throughout the ten weeks. Three of the sessions will feature guest specialists. It is important that these invited guests understand the goals of the program and the expectations of the trainees. An ineffective or disrespectful guest will not only result in a wasted workshop, he or she may jeopardize participants' trust in the whole program.

The Guest Trainer

In preparing for the Guest Trainer:

1. Make sure the guest understands and respects the program.
2. Let the guest know what the trainers would like to get from the presentation, what handouts might be helpful, and any specialized needs (e.g., translated materials).
3. Ask the guest if there is any other information he or she would like to share with the group. (In addition to the workshop topic, the guest may have information that would be very helpful to the trainees and you.)
4. Give the guest speaker the option of letting you facilitate the group.
5. Make sure the speaker is sure of the location and time of the group meeting. Ask a Master Teacher to watch for the speaker's arrival.

Program Flexibility

If a neighborhood crisis arises and one training session must focus on that specific crisis situation, skip one of the last three trainings rather than extend the twenty-hour initial training. Then reschedule the session for one of the monthly programs subsequent to graduation. Again, predictable program design reinforces the need to be consistent and the professional aspect of the training.

Sample Program Description

Funded by: Cooperative Extension
Eugene Dexter Foundation

The Master Teacher in Family Life Program is designed to train community people to offer others in their neighborhood skills that can result in a better quality of family life. The program design offers strategies to promote networking among adults and youth in neighborhoods struggling with inner city barriers related to isolation and inadequate resources. In order to support long-term change in the targeted neighborhood, a program specialist not only conducts volunteer specialized trainings that focus on issues that affect the neighborhood, but also supports trained volunteer/Master Teachers as they work for change in their neighborhoods.

The Eugene Dexter Foundation has funded this program to be aimed at helping family members, especially youth, living in the Mason Square community. Because city residents are especially concerned with youth issues — teen drop out rates, substance abuse, premature sexual activity, and a general feeling of discouragement related to long-term goals of self-sufficiency — this program will focus on helping youth and their families work toward a better quality of life.

Goals of the program are:
To provide for youth an internal base of knowledge, skills, and support through the services of well informed natural support leaders trained as Master Teachers.

To help parents in inner-city Springfield better deal with parenting issues through the sharing of parenting information, youth development information, and knowledge to help discouraged adults better understand the needs of their teens and better deal with the barriers associated with poverty. As parents begin to understand how to better deal with issues affecting family, their feelings about themselves will improve and their relationships with their children will improve also.

To help youth living in inner-city Springfield set goals toward long-term self sufficiency through offering them opportunities to build positive support systems among themselves, learn new skills, and network with mentors who care on a long-term basis. To build a community of support within neighborhoods in Mason Square.

The key to successful preventative ongoing programming in the Mason Square area is a long-term availability of knowledge and support. Through creating internal support by trained and trusted natural leaders, the Master Teacher in Family Life Program will create an enduring structure of supportive community relationships that will have the power to transform lives of many residents of the Mason Square area.

Application - Mason Square Master Teacher Program, March 13, 1990

Name _____

Address _____

_____

Phone Number _____

1. Are you familiar with the Master Teacher program currently being offered?

2. How did you hear about this program?

3. Why are you interested in becoming involved in this program?

4. Please list any experience you have in working with teens and/or young families.

5. Please list any areas of specialization, skills, or hobbies you enjoy.

6. Have you had any experience in public speaking or teaching?

7. Please list any volunteer work or community activities.

8. Do you have a driver's license and access to an automobile?

9. When would you prefer to offer education related to this program?

_____ during the day _____ evening

10. Do you have a special group of people you prefer to work with?

11. How do you see this program as being helpful to you?

Date: _____ Signature: _____

Babysitting/Mileage Form

Please fill this in each week and leave with the group leader.

DATE: _____

NAME: _____

SS# _____

STREET ADDRESS: _____

TOWN: _____ ZIP: _____

WORKSHOP NUMBER _____

NAME OF BABYSITTER _____

HOURS _____ COST _____

MILEAGE _____

WHERE _____

WHEN _____

MILES _____ X .22 = _____

SIGNATURE _____

UNIVERSITY OF MASSACHUSETTS COOPERATIVE EXTENSION
MASTER TEACHER

Chapter 4

Putting the Program to Work

This chapter outlines the role of the trainer and the roles of "graduated" Master Teachers as they work for improved quality of life in their community.

When Master Teachers have completed the ten-week training, it is essential that a system be in place to maintain momentum as they begin in their helping roles. Post-training programming goals are:

- to provide a support system for Master Teachers by keeping the group in contact with each other, the trainer, and supportive agency personnel,
- to insure the Master Teachers' credibility by continually updating them about current social and economic issues that affect their community,
- to continue to build bridges between the neighborhood and mainstream society by bringing educational programming into the neighborhood or, when appropriate, connecting neighborhood residents with appropriate programming outside the poor community,
- to promote public policy changes by having Master Teachers participate in the planning and implementation of programming that affects those they care about.

Though the education of Master Teachers will continue, the focus of the next part of the program will be support and supervision. Through formal and informal programming, Master Teachers will continue to network with each other. Through individual and group supervision, the trainer will help Master Teachers reach the goals they set for themselves. As the trainer, you must help the Master Teachers pace themselves, or they will begin too enthusiastically and burn out. They cannot keep giving to others without receiving some care and support themselves.

The Role of the Trainer

Monthly Training Groups

The trainer will continue his or her educational role through designing monthly training sessions to address neighborhood needs. She or he will also move to a more supportive role by occasionally offering less formal get-togethers for volunteers three or four times a year.

The monthly educational groups may address issues suggested by the Master Teachers or new social issues that have just surfaced. The focus of the meetings will be information sharing and group problem-solving. In order to cover certain topics adequately, a sequence of meetings might be offered. A sequence about homelessness might include a session on those who are entering shelters, one on those who are setting goals to find and keep housing, and one on those who are trying to stabilize again in the community. Other topics suitable for monthly meetings might include:

- housing rights
- family abuse
- neighborhood drug issues
- Income Tax return preparation (January)

- consumer rights
- employment
- educational and training opportunities
- working with public school personnel
- helping your children be successful in school

Informal Get-Togethers

The informal get-togethers are necessary and important as a way to show appreciation of those who care about their community. These get-togethers are especially appropriate during holiday seasons and the summer, when families are off-balance due to many changes, and problems can seem overwhelming. Relaxed support rather than more information is needed at these times. Remember to respect the fact that Master Teachers will belong to different religious groups, and will celebrate different holidays; therefore, get-togethers celebrating friendship and caring may be more appropriate than parties that emphasize specific holidays. Remember also that many Master Teachers will prefer to meet "on their own turf." With the graduation of new Master Teacher groups, your monthly meetings will enlarge, connectedness will increase, and the feeling of empowerment will grow. These meetings will be very encouraging.

Monthly Mailings

Remember that many poor people do not buy newspapers regularly. Through monthly mailings you can inform Master Teachers of how the issues they see in their communities are affecting society on a wider scale. Knowing that many of the issues affecting them are actually complex national issues will help them deal with problems realistically. Hearing about programs that are working elsewhere will give them ideas to use in their own communities. Knowing that they are addressing widely recognized social problems will motivate them to continue their good work. Interesting media mailings might include:

- timely statistics that show how current populations are being affected by specific social problems (e.g., the percentage of whites in Massachusetts who contracted AIDS this year).
- a clipping about a program that might be effective in the Master Teachers' neighborhood (with names of program contacts—added by you, if necessary).
- a human interest story related to the issues Master Teachers are working on.
- success stories related to issues of poverty.
- how-to activities that might be helpful.
- any public relations articles about current Master Teachers.

In addition to newspaper articles, information about current quality programming in the area should be sent in this mailing. If specific Master Teachers have requested specific information, all Master Teachers could probably benefit from reading it. It is important to be sure that the information you provide is timely and truly useful. Families living in poor neighborhoods are constantly being given "offers" for great "deals" and "programs" that end up being a waste of time. Master Teachers need to be credible when they share information about programming.

Master Teachers deserve some words of encouragement. With the mailing, include a personalized letter to encourage each Master Teacher. Remember that Master Teachers need encouragement dealing with their own barriers as well as helping others.

Individual Support And Supervision

You will need to support each graduated Master Teacher as he or she begins to work with friends, neighbors, and relatives. Through home visits, phone calls, and networking Master Teachers with other professionals, you can provide consistent support and resources. Your support must be on three levels.

1. *Information on basic issues* — Some Master Teachers will be providing their helpees with simple information on parenting, school issues, and the like. Usually they will have this information in the notes they took during the workshops. Occasionally these helpers will need other information or contacts. If you make a phone call every two weeks, you will be able to address these basic needs.
2. *Information and support for difficult issues* — Some Master Teachers will be helping people deal with difficult issues. In such cases, it is important for the trainer to help the Master Teacher maintain his or her helper role without moving into the more professional role of clinician. When problems appear to be nearing a crisis, you will need to problem-solve with the Master Teacher, helping her or him remain supportive, but letting the helper know that professional help is necessary.

The Master Teacher should try to connect the helpee with professional services. If the helpee will not get professional help, the Master Teacher may even have to withdraw from the situation in order to avoid becoming a crutch for the person in crisis. Your job as the trainer is to make sure the Master Teacher realizes that his or her responsibility goes only so far: if a helpee refuses to get needed professional help, then that is the helpee's problem and there is not much else you or the teacher can do.

3. *Group community building* — Master Teachers who care about community building will be interested in a variety of program types, including adult and youth support/educational programming, advocacy programming, and the education of those who make decisions about the neighborhood (e.g. politicians, corporate decision-makers, educators).

Adult and Youth Group Programming

Master Teachers are very effective in bringing group programming to their neighborhoods. Master Teachers are trusted. Master Teachers can make sure the invited program follows through on its promises. Master Teachers can be an important resource to the programmer as they problem-solve around barriers (such as transportation or a difficult child) that might arise. Should the Master Teacher choose to offer specific adult or youth programming in the community, without the help of outside programmers, you, the trainer, will need to teach the logistics related to setting up such activities: public relations and promotion of the program, flyers, time, place. (Details of this process are outlined in Chapter V.) You will need to support the Master Teacher as the program is initially offered, insuring consistency, quality and adequate resources.

Advocacy Programming

Volunteer training such as the Master Teacher Program is of special interest to advocacy groups trying for grass roots community change. When Master Teachers begin to think about advocacy, it is important for them to be very careful who they connect with. If they choose to join a group, it will be on a personal level; the Master Teachers as a whole should not be expected to participate in or endorse any specific advocacy group. The role of the trainer is not to endorse any advocacy group but rather to help the Master Teacher evaluate whether supporting a specific group would actually help them or their neighbors. Again, this will be a problem that only the Master Teacher and others in the neighborhood can evaluate. After all, they, not the trainer, will remain in that neighborhood. Your role as trainer should be to point out criteria for evaluating advocacy groups, and to stress the possible repercussions (both good and bad) of becoming associated with such a group. Questions the Master Teachers may want to think about include:

- What are the goals of the advocacy group?
- Have any of their goals been met?
- How do they treat their membership? Do you hear of some members being successful at the expense of an unsuspecting other?
- What process do they use to accomplish goals? Do they sensationalize minor issues—or do they document real situations and use their documentation fairly and effectively?
- What is the leadership like? Do they have personal axes to grind; do they aim only to "bring down the system"; or do they truly care about improved quality of life? Are they well-balanced people who can affect a system positively?
- How quickly does the advocacy group intend to bring about change? The Master Teacher program aims to create long-term change through a slow, orderly "silent revolution" that will be acceptable to both decision-makers and those who struggle with poverty. Many advocacy groups, however, look for immediate dramatic changes.

Community Change: The Role of the Master Teacher

The Master Teachers themselves can initiate change by participating in coalitions and community activities that affect their neighborhoods and then planning small group trainings in their neighborhoods. By informing friends, neighbors, and relatives of their rights and responsibilities, Master Teachers can help poor individuals avoid many pitfalls that hurt their quality of life. Adults will not need to rely on social workers in order to explore all the alternatives that might fairly benefit the family in need. By offering information about quality job, school, and training opportunities the unemployed or underemployed will be able to see other training programs that match their skills and aptitudes. Poor families who know their rights can expect safe, clean housing, appropriate educational opportunities for their children, and timely medical

treatment for their sick. Awareness of what the poor can fairly expect is the beginning of positive community change.

Well-informed Master Teachers have the potential to influence the decision-makers who affect their lives. In order to reach these decision-makers, Master Teachers may need to work through existing boards and coalitions. Unfortunately, at first both group members and the Master Teacher may be affected by the stereotype of the poor person as the helpless recipient of services rather than a co-decision-maker. Your job will be to connect the Master Teacher with groups that really care about the poor and realize the immense value of the Master Teacher's perspective on poverty.

Matching Master Teacher Skills with Community Needs

The program will be most effective if each Master Teacher does what he or she knows and does best. When the training is complete, meet with each graduate individually to explore what the graduate would like to do next. Some will want to work quietly and individually with friends, neighbors, and relatives. Some will have the time, motivation, and energy to provide group activities for youth or adults. Others will become involved in community development and public policy programming. The mix will represent the diversity of personalities in the training group: some low-key helpers, some community activists, some educators.

Have confidence in ideas proposed by the Master Teachers. They know what their community needs and will accept. They will be motivated to continue in the program if they are comfortable with what they are doing and can count on your support.

Note of Caution: As with any program, there may occasionally be a participant who uses the program to reach personal goals that are not consistent with the goals of the program. Should any Master Teacher try to promote personal gain through the program, the solidarity of the group could be undermined. Similarly, you must beware of any Master Teacher who uses affiliation with the Master Teacher program to promote some outside agency, especially if that agency has a bad reputation within the community. To avoid this problem, make it clear to all Master Teachers that every activity associated with the program must be approved by the trainer, the steering committee, or the group as a whole. Also, explain that while participation in the Master Teacher program is open to individuals of all religious and political persuasions, the program is not an appropriate forum in which to try to convert others. If the program becomes entrenched in a given community, you may want to institute some sort of annual membership renewal in order to ensure the integrity of the program.

The Role of Evaluation

Because the basis of this program focuses on networking natural supports, documentation of programming is a very sensitive issue.

As the trainer, you will want to conduct some sort of ongoing evaluation of both individual and group activities. Evaluation is important for many reasons:

- Master Teachers will be dealing with a multitude of difficult problems. They will need to see that they are making a difference. Documentation will show their successes.
- By documenting the diversity of problems that arise in neighborhoods, you, the trainer, will be better able to provide appropriate support services and materials.
- The Master Teacher program is a cost-efficient method of reaching large numbers of people. Documentation of the program's effectiveness is necessary in order to raise funds for enlarging the program.

It is important for Master Teachers to see the proposed evaluation as supportive rather than intrusive. On the other hand, you must consider keeping the program as "natural" as possible. We do not want them to feel their work is constantly being monitored; they put up with enough monitoring in their lives. It is important to explain that documentation will help both trainers and Master Teachers to be more effective and to get more funding for the program. The evaluations are not tests; they are a way to gather information.

When setting up the mechanisms for gathering information, remember that some natural leaders may not be good readers. Avoid asking them to read or write often. Keep evaluations as simple as possible. Documentation of every intervention is unnecessary and overly time consuming. You may want to ask one or two particularly good readers/writers to document their interventions for one week or so each month, and then use their numbers to estimate the total number of interventions by all Master Teachers. If a de-

tailed evaluation is necessary or you wish to do a case study, interview the Master Teacher and write down the information yourself. (A sample evaluations follows.)

It is important to keep confidential as much of the documented information as possible. Although some program participants may volunteer to "tell their story publicly," most will prefer to be referred to by first name only—or by a fictitious name. To ensure the credibility of the evaluation process, ask any Master Teacher who submits documentation to sign it.

The next chapter contains ideas that have worked for previous Master Teachers. These ideas are only a beginning; more will come from each new Master Teacher and each unique community.

Evaluation

Master Teacher _____ Address _____

Date _____ Program Training Year _____

In one week, how many hours do you give to the Master Teacher Program? _____

Number of adults helped in the past week _____

Number of families helped per month _____

Agencies referred to _____

_____

Client follow through? _____

Pregnant and parenting teens

Number of teens helped in past year _____

Names (first) _____ Any changes? _____

Please document any anecdotal documentation on back. (Stories of successes or concerns)

Families helped

Major changes

What kind of information have you shared with your neighbors, relatives or friends?

Drug Information	_____	Youth Activity Info.	_____
AIDS	_____	Health Info.	_____
Parenting Info.	_____	School Info.	_____
Pregnancy Info.	_____	Employment Info.	_____
Family Planning	_____	OTHER	_____

Have you shared information through group work? _____

What kind of groups? _____

How many attended? _____

Have you worked with other agencies to create change? Newspapers? _____
Radio? _____
TV? _____

How many times? _____

How many people did you reach? _____

STORIES!!!!!

Tell me how you feel you made a difference.

Tell me how the Master Teacher Program made a difference for you.

Client Summary Date _____

1. Master Teacher _____
   Name

2. Client _____
   Name (first)

3. Housing Development Resident _____ Yes _____ No

4. Teen?
   pregnant or parenting teen? _____ female _____ male
   yount parent? _____
   other adult? _____
   child? _____
   grandparent? _____
   other? _____

TOPIC
AIDS _____
Drugs _____
Parenting _____
Agencies _____
Jobs _____
Schools _____
Stress _____
Other _____

5. Subject talked about _____

6. Did you suggest agency help? _____
   What agency? _____

7. Did your person follow through? _____
   How do you know? _____

Signature _____

Chapter 5
Real Successes

This chapter offers examples of interventions that have made a difference during the 1988 program year.

The Master Teacher in Family Life Program is not just a theory; there have been real achievements, real successes.

In fiscal 1988, the third year of the Master Teacher Program in Springfield, major changes began to happen through the combination of individual, group and community development activities of twelve Master Teachers.

Master Teacher Strengths

The benefits of the program showed first with the Master Teachers themselves.

"I have gained a better understanding of drug issues and feel confident sharing this information. People feel confident in asking me to help because I know what to say." (Jim Rosemond, Robinson Garden Housing).

"The Master Teacher Program has encouraged me to speak out in order to help residents. I knew much of the information before, but was afraid to say anything. Now I have the confidence to share information with tenants as well as with my own family including grandchildren." (Mrs. Charlie Mae Simmonds, Reed Village).

Irene Crump, a Master Teacher who worked with pregnant and parenting teens, realized that she would have success as a neighborhood mentor "because I'm good at what I do. (The young mothers) already know me and trust me."

"I feel confident with who I am and what I'm doing," said Ginny Green in a newspaper interview that highlighted how the Master Teacher Program has changed her life.

Every program trainee achieved a documented increase in knowledge and skills. More importantly, each graduated Master Teacher gained confidence. On a personal level, some moved out of housing developments into a more comfortable standard of living, and some went back to school. Many of those who were not working set goals to find a job in a field that matched their skills. One very effective Master Teacher became a program assistant, employed by the University of Massachusetts Cooperative Extension, working with Master Teacher volunteers.

Master Teacher Successes

Generally, Master Teachers shared information and skills with those in need. Increased trust that developed helped families at risk to accept the referral to an "outsider" when needed to address more specialized problems. The fact that the Master Teacher was

a trusted natural leader and that the specialist was someone known to be effective resulted in many positive changes for families. Some were documented through evaluations; others will be known only to the families who grew through Master Teacher intervention. In a one year period, over three thousand volunteer hours of individual support for families were documented. Information about health, education, parenting, substance abuse, money management, AIDS, family planning, and interpersonal skills were shared. Involvement ranged from a few minutes to many months.

Specific Interventions and Successes: (one-year period)

- Thirty-six pregnant and parenting teens received individualized information on self-care and parenting.
- A teenage suicide was prevented.
- A potentially abusive situation was avoided as a Master Teacher helped a young mom survive a difficult time with a "terrible two-year-old."
- A neighbor ready to deal with a substance abuse problem was given the address of the closest detox center as well as ongoing support and encouragement that resulted in follow-through toward a drug-free future.
- Neighborhood families struggling continually with teenaged rebellion received timely, effective information, and support.
- A homeless young mother was helped to secure adequate housing.
- A young mother who was a slow learner was shown how to manage her household finances more effectively.
- Over one hundred individuals who previously had considered themselves not at risk of AIDS (and who had ignored printed flyers on the subject) received accurate information about the disease, not from the TV, but from people who cared about them, Master Teachers.

A Young Mother

A young mom living in the inner city was seen regularly high on drugs. She was leaving her youngsters with their grandmother, an alcoholic. Mrs. Simmonds, a Master Teacher from Reed Village Development, often saw the mother high. She spoke to the mom consistently encouraging her to take care of herself. Eventually, this mother began calling Mrs. Simmonds. During these calls, Mrs. Simmonds talked about the mom's children and how important they were. Eventually the mother began stopping by Mrs. Simmond's home, appearing cleaner and more organized at each visit. She took Mrs. Simmonds' advice relative to getting help for her drug dependency. In time she stopped taking drugs. She recently invited Mrs. Simmonds to her wedding. The young mother is caring for her children appropriately, has found someone who really cares about her, and is staying away from her old crowd.

Mrs. Simmonds was a trusted member of the neighborhood, and as such was probably more ef-

fective than a social worker trying to give the same advice. Furthermore, Mrs. Simmonds could provide long-term information and encouragement—a service few overworked social workers could match. Mrs. Simmonds slowly and consistently told the mom that she cared, and that the mom and her children were important. As a result, the mother was able to make long-term changes in her life and the children were spared the traumatic experience of foster care.

A Pregnant Teen

Sixteen-year-old Debbie was pregnant by her stepfather. She avoided going home, knowing she could get hurt. She often hung out at youth group meetings offered by a Duggan Master Teacher, listening to stories read to the children. She was still a child herself.

Debbie was not gaining weight. She was intentionally undereating because she wanted to keep her teenage figure.

A Master Teacher began talking to Debbie, slowly building a relationship with her. Eventually Debbie accepted the Master Teacher's advice to begin eating properly in order to keep herself and the baby healthy. The young girl agreed to meet with a Cooperative Extension EFNEP educator who taught Debbie how to eat well but be ready to lose weight after her pregnancy. Debbie became connected with other agencies important to helping her through those difficult times. She had a healthy pregnancy, and a healthy baby.

A Rebellious Teen

Thirteen-year-old Jason had always been an excellent student. His mother and his father, who spoke little English, had been strict with him—making him do homework, giving him tough curfews and encouraging him to become involved in outside activities despite their limited resources. The family's home life was in some ways chaotic, but both parents worked and were determined that their son would succeed academically.

Toward the end of freshman year, Jason began to rebel. His mother called the school guidance department for advice, but they were unconcerned because Jason was doing fine academically. Not knowing what else to do, Jason's mother tried becoming even stricter. Jason continued to rebel, and eventually packed to run away. When his mother asked the police for help in keeping him at home, she was told there was nothing they could do.

Jason left home and school and was invited to live with a known drug dealer. Both his mother, who was participating in the Master Teacher program, and a fellow Master Teacher, whom Jason trusted, spent many hours trying to connect with the boy. They spent the entire summer worrying about him and trying to find some way to get him home. There were times when the problem seemed hopeless. When Jason did visit his parents, there were stormy emotional scenes. These contrasted with the seductions of easy drug money and sexual promiscuity in the environment to which he had moved. Though there seemed to be no hope, the mother and her fellow Master Teacher kept in touch with Jason.

In the fall, however, Jason decided to move home. He is back in school and doing well. His mother, with support from a fellow Master Teacher, is learning to accept that it is natural for her son to rebel to some degree, especially when unrealistically restricted. With the ongoing support of her colleague, she is learning to let go of Jason and has begun to negotiate rules that are mutually acceptable as he moves toward independence.

Jason's situation is proof of the crucial role that can be played by natural leaders in poor neighborhoods. The situation took six months to play itself out; yet through it all the Master Teacher was there, trusted by both Jason and his mother, and able to provide continuous support.

Informal Group Work

Many of the Master Teachers worked in groups:

Charlaine Walters asked kids to stop by her office with a good school paper each week. For each paper they received a sticker reward. (This program has evolved into a formalized drop-out prevention program including monthly parties to celebrate the kids' hard work and parent support group focusing on school issues).

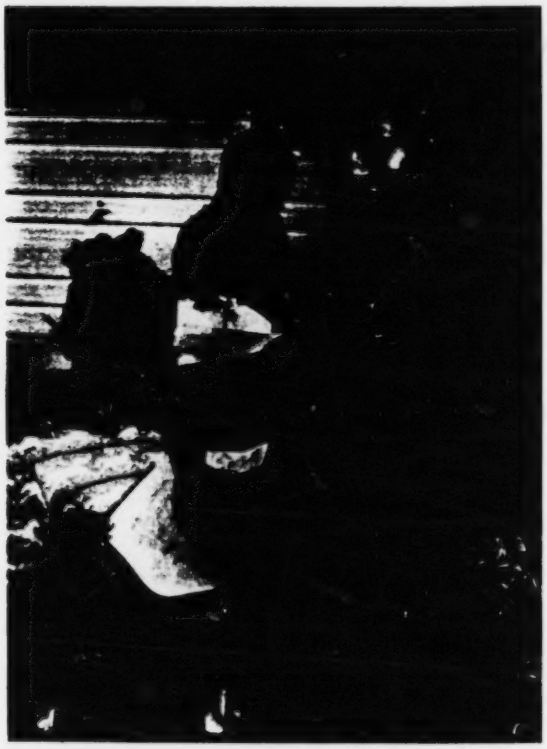
Mrs. Simmonds often spoke of her kitchen meetings where parenting issues were discussed freely and openly.

Irene Crump offered four weekly discussion groups for pregnant and parenting teens.

Ginny Green offered groups for teens—male and female—at their request.

Formal Group Programming

Ginny Green, a Master Teacher in Duggan Park Housing Development, was concerned that youth living in the development were especially discouraged



and had few positive activities or role models that could make any positive changes. Without intervention, she saw that Duggan youth would likely continue to fail in school, in their community, and in their lives. She decided to do more than offer advice. She decided to create for them a Junior model of the Master Teacher Program, a program that would help them take more control of their lives.

The ten-week program she offered focused on developing secure relationships among teens who wanted to do well. It provided a safe arena in which kids could discuss their feelings and practice problem-solving strategies. The program design focused on psychiatrist Michael Rutter's four key elements needed to produce emotionally resilient children: feelings of self-worth, secure relationships, the ability to cope with change, and social problem-solving skills.

Ginny had no trouble finding interested young people; she was already the natural leader to whom many of them turned. She built on this connection to create Junior Guiding Hands, a program designed to teach young children more about drug abuse, their sexuality, how to communicate better with their parents, and how to problem-solve among themselves. Participating youth gained self-esteem and skills, and became leaders among their peers. This program has become an ongoing activity available to youth at Duggan.

Enrichment Activities

Enrichment activities for children and adults in poor communities are few and far between. When programs are offered, there can be many barriers to enjoyment of them. Necessary transportation to get to an event may not be available, or a scheduled bus may never show. Children may be successfully transported en masse to an event and then be humiliated by the stares that greet them. Events geared especially to the poor may be second-rate; programs that should be ongoing may suddenly disappear when funds dry up or agency personnel lose interest. Master Teachers understand both the importance of enrichment activities and the issues related to such activities. They have been successful at bringing more activities into the poor community. They have networked with parents and children to make sure that children can get to events, and they have helped children continue to attend when family crises threatened to get in the way. Some of the activities that have taken place in Springfield housing developments include:

- Weekly storytelling and plays by local artists.
- Red Cross CPR and First Aid trainings (with First Aid kits donated by a local business).
- Guest talks about cultural issues, careers, school, and jobs.
- Tutoring.
- Arts and crafts classes.
- Bicycle registration by local police.
- Motorcycle demonstrations by local police.
- Demonstrations by health educators.

The impact of the youth groups and enrichment activities have been documented in various ways. Perhaps the most impressive measures of success have been the comments of parents and children as well as the changes in behavior noted in the development.

According to one mother, "Leniere and Ayana, my children, participated in Junior Guiding Hands.

Ed O'Gilvie, an artist residing in Springfield, offered weekly art classes accompanied by rap sessions about drug issues.

Both have changed tremendously. (Eight-year old) Ayana has felt very protected as an older teen group graduate has acted as a big brother to her. She was even unafraid to wear her new earrings on the development playground, knowing he would be near her. Both are very proud of the First Aid Certificates they earned in their group meetings."

A fifteen-year-old teen who ultimately became a peer mentor in the neighborhood explained the benefits of the program. "The problem with outside help is you have to get it by phone and that person may not make it to your problem. When you have someone in the community to help you, you just have a few steps to go."

The youth activities not only help the children, but also have helped their own parents. Ginny Green has this story to tell: "A mom of some of my youth group members spoke up at a recent Duggan tenant meeting, 'My kids have learned about what drugs can do. They question my behavior. I'm trying to change because they tell me I'm wrong and I don't want them to copy me.' This mom has been motivated to deal with her known substance abuse."

Two Young Boys

Jose and William were two eleven-year-old boys living in Duggan Housing Development. While Jose was known for his ability to fight his way out of trouble, William, slightly smaller, was known as a good student and well-liked by the adults in the neighborhood.

Physically fighting it out is the norm at the development. One day when Jose, who had had a particularly bad day at school, picked on William about his height, tempers began to flare. A major fist fight was about to begin.

Area kids gathered around to watch the action. But at the last minute both William and Jose stopped. They remembered Miss Ginny's advice and decided to walk over to her place to "talk this out." The boys knocked on Miss Ginny's door, explained what the problem was, and asked for her help. She gave them a place to sit and monitored their conversation. The boys worked out the problem, shook hands and left as friends.

It sounds too simple, too good to be true, but it really happened. Although they were used to solving problems through violence, these kids welcomed a new way to work on issues at hand. Over and over again the kids at Duggan Park Housing Development are trying out problem-solving skills rather than fighting. All they need is skills and support. According to Ginny, "There are kids here who like to fight — not because they are bullies or bad guys, but because that is the only way they know how to handle their anger. I tell them that if they can learn to walk away, they are a bigger person than the person trying to beat on them."

Community Development Within Neighborhoods

Master Teacher activity has brought about a sense of mutual trust between Master Teachers and their helpees. With successful problem-solving has come

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consistent growth in the networking process as more and more family members ask for information and support. Through participation in activities, neighbors have come to know each other; they have begun to share concerns and to support each other through difficult times. Individual and group work has evolved into a community of support that is creating long-term change.

Wherever trained Master Teachers lived, some pe of community involvement was improving the neighborhood quality of life.

In Reed Village, the Reverend Willie Pearson is beginning to build a Congress of Tenant Resident Chairpersons, who will attempt to work on improved quality of tenants' lives.

In Robinson Developments, Irene Crump worked with a community college program focusing on computer literacy for grade school youth. The program enjoyed high numbers of consistent participation. Program developers credit Irene's recruitment of neighborhood children and her persistent encouragement of them for the program's success.

Duggan Park Development

Duggan Park Development, because of the high number of active Master Teachers, seems to have enjoyed some remarkable changes, due to the combination of administrative crackdowns on open drug dealing and the community development impact of the Master Teacher program.

Duggan Park development had come to be known for its drug dealing, delinquency, and violence. Residents had become apathetic to these activities, feeling that there was nothing they could do. The chairperson of the tenant organization had become more and more discouraged. Not only did she complain about apathy inside the environment, but she also was discouraged with the way outsiders stereotyped her and her neighbors as problems.

In the summer of 1988, violence in the neighborhood escalated. There was open drug dealing and gunshots were exchanged regularly. The tenants were becoming more and more isolated.

In the fall, the development administrator and the tenant chair began to take public action against the drug trafficking. They staged rallies and encouraged the arrest of dealers on the premises. At the same time, eight Master Teachers graduated from the Master Teacher in Family Life program. While the drug dealers were sent to jail, the Master Teachers began interacting one-to-one with parents, helping them to deal better with their children. People began talking to each other. Youth programming was started to help kids who wanted to avoid drugs. Many become teen mentors and protectors of the young in the neigh borhoods. Enrichment activities were begun. Volunteers came into the community to offer First Aid and other programs.

As the program continued to grow, Master Teachers began to reach outside the community, working with the schools to help the development kids academically and offering drop-out prevention programs. Ongoing enrichment programs were of-

Housing Authority Attorney Mary Stuart certified Duggan youth and adults in CPR.

fered and kids began asking when programs began. Parents began to offer their skills and assistance regularly. This development, which had passively supported drug dealing and violence by retreating in fear, is now discouraging illegal activity through connectedness. Academic success is now valued by parents and kids. "Good kids" have places to be with others who want to do well—places where they can learn about conflict management, responsible decision-making, substance abuse, and sexuality—or just have

fun. Parents are talking to each other. As a sense of connectedness has increased, so too have goal setting, community confidence, and mutual support. Residents are expressing their gratitude for the programming.

"My child is doing so much better in school since you started that program" (the school drop-out prevention sticker program), one mom said to Charlaine Walters. "You did a great job at Saturday's program," another mother called from her door one Sunday morning (it was the first time this mother had ever spoken to this Master Teacher). This neighborhood has been getting a new kind of press. It is no longer known for its drug dealing; it regularly gets media coverage about the good things that are happening and the neighbors who care. The public is learning about the humanness of those who live in poverty. The administrator of this development, seeing the enthusiasm of the residents and the support of the community, is working to find more funding for the Master Teacher Program.

Community Development – Connecting to Mainstream Society

Bringing Resources into the Community

Fiscal 1988 was a year in which Springfield Master Teachers began to initiate some of their own contacts in order to get what they felt would enhance the quality of life in their neighborhoods.

When two Master Teachers could find no facility in which to offer a drug education program at the developments, they found transportation and other adults to help them follow through with a program at a city counseling center.

When a Master Teacher saw that children's theatrical performances would have a better impact on the development children when they were not distracted by stereotypical stares at the theater, she went backstage and asked for some on-site programming. Any adult who was viewed as helpful in expanding the vision of the residents was urged to share talents and knowledge. Master Teachers regularly made referrals to area counseling agencies they had confidence in.

Transportation funds, theater tickets, refreshments, supplies, and equipment were eagerly requested by these leaders who knew their interventions were worthy of a positive response (and for the most part got it).

Bringing resource people and enrichment activities into the neighborhood almost always resulted in overwhelming success. Why? Because these programs were enlisted at the request of Master Teachers who knew what was appropriate to the community.
Also, the Master Teachers took responsibility for the organization and promotion of activities. The tenants trusted the judgment of their Master Teachers. Mutual respect really makes a difference!

Educating Outsiders

Professionals who offered training not only shared their knowledge during these sessions, but also had opportunities to learn from residents how to have a positive impact on poverty neighborhoods. Many training opportunities included special time to discuss these issues. A spin-off of this activity has been the request for Master Teacher input in proposal writing by various agencies seeking to help those in poverty.

Other educational opportunities have included:

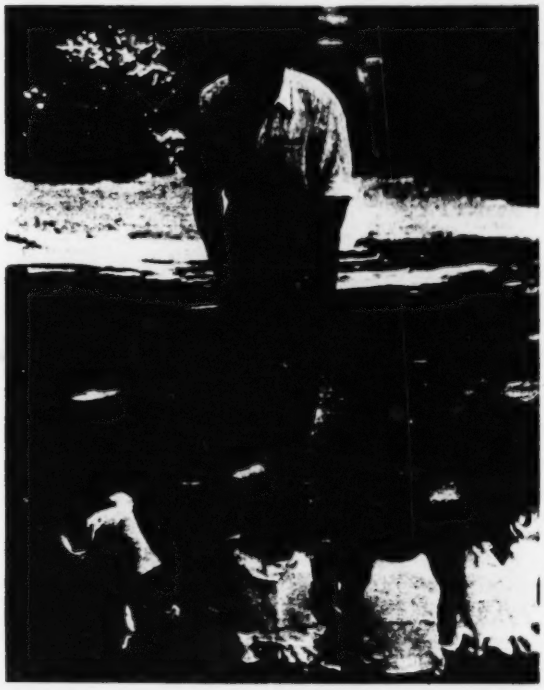
- participation in statewide trainings teaching Extension educators the realities of living in poverty. participation in focus groups developing public relations materials related to maternal health issues for inner-city women.
- joining boards and coalitions in order to educate decision-makers relative to their neighborhood needs.
- volunteering for in-depth newspaper feature articles focusing on issues that affect the poor and how building strengths within the neighborhood can support long-term change.

A Very Special "Outsider"

Tom McCabe, Artistic Director for The Children's Theater of Massachusetts, is one major link for Duggan Park residents to mainstream society. Beyond bringing the enrichment of stories and theater to the developments, Tom brought a feeling of importance to the children at Duggan as he took the time to meet with them once each week during the summer. He gave the children new strengths, teaching them to use their imagination to entertain and problem-solve. He gave children and adults living in Duggan a new value in reading as the stories he told came to life each week. Tom, through his connection with Ginny Green, enriched the lives of Duggan adults and children immeasurably.

Tom is not a part of a contracted agency who sought funding to "help the poor kids." Tom is an artist to whom Ginny Green turned for help. "She walked up to me and asked if we would come out. She said there was no money, but tremendous need," Tom later recalled to newspaper reporter Anne Gerard

Flynn. As a result of Ginny's invitation, Tom spent many summer mornings drawing groups of children to the housing green via consistent visits and magical



Tom McCabe offered weekly story-telling activities.

stories. The key to his success? His magical stories, his sincere interest in his audience, and his consistency.

Tom also helped bring to Springfield decision-makers the message that there is a real need for enrichment activities for families isolated in poor neighborhoods. Transportation en masse to the city for programming may not have much of an impact, but reaching out into the community will make a difference. As a result of his activities and the success of Master Teacher programming, decision-makers are giving more support to community based programming – bringing appropriate programs into the neighborhoods.

Putting It All Together

Real success in the Springfield inner-city has evolved naturally. Through training natural leaders, more important information is being shared in the community; more trust is evolving. Through connecting family members with adults who can "make a difference," feelings of despair are changing to feelings of hope. Through networking within the targeted community, individuals are feeling stronger, knowing there is strength in numbers. Through connectedness to mainstream society comes more strength as others begin to understand more fully the barriers of living in poverty. With understanding, those who want to see the barriers of poverty disappear will gain the power to create long-term positive change.

Creating More Success

The above successes matched the needs of the Springfield, Massachusetts, inner-city communities. Though most poor communities have a similar need to be encouraged toward a better quality of life, specific activities may vary according to each community's priorities.

The following section contains workshops, or teaching modules, that can be used to train new generations of Master Teachers to make changes in their neighborhoods.

WORKSHOPS

WORKSHOP 1

Values Awareness

Background

Individuals living in poverty have dreams that reflect what is important to them. They want to live a good life. Most want their children to have happy childhoods, to finish school, and to get good jobs. They would prefer self-sufficiency to sharing the intimate details of their lives with social workers in order to get food stamps. In spite of their dreams, many are kept from a realization of their hopes by inadequate resources, limited job opportunities, and unsafe living conditions. The values and attitudes that shape their dreams may seem primitive by middle-class standards. The values and attitudes of the poor reflect what they can expect from society as they see it.

Social scientists have documented some of the differences in values among groups of different socioeconomic status (SES). When comparing those of middle SES with those of lower SES, they have produced some interesting findings.

- While many middle-class adults, affiliated with political and social groups viewed the world as a friendly place with many opportunities, working-class adults viewed the world as threatening, indifferent, and controlling. Many feel they have no control of their own destiny (Kohn, 1983).
- While middle-class individuals value open mindedness, inner control, and independent ideas, individuals of lower socioeconomic status value obedience, neatness, and obeying the letter of the law (Kohn, 1983).
- While middle-income families place more value on sharing, communication, initiative, and innovation, those of the working-class value discipline, respect, cleanliness, and orderliness.
- While middle-class value competence, a sense of accomplishment, and mature love, those of lower SES value social recognition, and equality (Feather, 1975).
- While middle-class parents value negotiation, working-class families expect immediate responses to their demands (Gecas).

If the values of the lower SES working-class seem different from those of middle SES, the values of our emerging underclass are likely to be even more diverse. Observed behaviors of individuals caught in long spans of poverty reflect feelings of hostility toward the world and a sense of indifference toward those around them. Many seem to feel ignored, helpless to achieve self-sufficiency. Violent acts in inner cities reflect feelings of revenge against a society that offers few opportunities for a better quality of life. It is difficult for parents to prepare children for a better future. Their only realistic goal is day to day survival.

Some of the values and goals expressed by participants in this program who have existed in long-term poverty seem to reflect the realities of their environment:

- A desirable mate holds down a full-time job, does not beat his or her spouse or children, and does not abuse drugs or alcohol.
- Success in parenting means having the "right" clothes, and children with clean faces and hands who behave immediately when spoken to.
- A quality housing situation is one that is safe and secure.
- Success means getting a diploma and a job, or joining the armed services.
- A good employment training program considers a client's aptitudes and strengths and places him or her in a job that offers more income than do welfare payments.
- A good social worker is one who respects his or her clients, knows the regulations, and understands the difficulties of becoming self-sufficient.

The following experience illustrated for me, more than anything I have read, the fact that all parents have dreams for their children. The values and attitudes that affect those dreams do indeed vary according to the opportunities available in our social environment.

When I was in the hospital having my third child, my roommate was a single teenaged parent. There was no father present. The young girl's clothing, the location of her home, and the presence of a social worker led me to believe she was struggling with limited resources.

Though she and I were quite different in age and in educational, professional, and socioeconomic background, it was remarkable how much we had in common.

We both had dreams for our new babies. I hoped my daughter would someday take advantage of the opportunities open to women and become a journalist, a scientist, or whatever her special talents opened up for her. My roommate hoped her daughter would be a stewardess.

We both had family. Mine included my husband and children, in-laws, parents and extended family; hers were her social worker, her uncle, her housemates, and her friends.

We both received gifts. One gift my daughter received was a savings bond; my roommate's daughter was given $50 to buy a crib and baby clothes.

When our babies were brought into the room, we both were proud and caring mothers. In this particular environment with similar resources, both our babies were receiving equal care and affection.

I'm not sure if my daughter will choose to become a scientist (right now she wants to become an actress).... I wonder if my roommate's daughter will finish school and connect with the appropriate supports to become a stewardess

---

The following workshop activities offer opportunities to better understand the values of those caught in cycles of poverty. In order to achieve mutual respect between you and the trainees AND the trainees and their clients, it will be important to consider the diverse values of those who struggle with issues of poverty. Through understanding will come mutual respect. This respect will build the trust needed to foster successful problem solving as families struggling with poverty reach for a better quality of life.

Workshop 1: Values Awareness

Goal:

To encourage a nonjudgmental attitude when working with each other and families at risk by offering an understanding of the reasons for differing values and lifestyles.

Objectives:

- To establish mutual respect and camaraderie among trainees through better awareness and understanding of one another's values and attitudes;
- To further establish a commitment to the program through reviewing the agenda for the 20-hour training, obtaining input from group members concerning other important issues that might be included, and discussing issues such as babysitting, transportation, and any other barriers that might affect participation;
- To facilitate a values awareness exercise to instill a feeling of respect for potential clients. This will teach trainees that though individuals may have similar basic values they will make choices according to their own life experiences;
- To establish the concept that we as helpers may perceive people's situations differently because of our own value systems created by our own experiences.

Materials Needed:
Newsprint, magic markers, 15 notebooks, pencils, food and drinks (soft drinks rather than coffee), paper plates, cups, prepared handouts.

Prepared Handouts:
Agenda
Listing of traits of natural helpers on newsprint
Baby-sitting and transportation reimbursement forms
Extra applications
Values awareness handout
Newsprint or handout to summarize this evening's training
Training evaluation form

Exercise 1: Getting Acquainted

Adler, and subsequently Dreikurs, often spoke of democracy, responsibility, and mutual respect. Throughout this program, a feeling of mutual respect between the helper and the client will increase the client's self-respect, which will ultimately empower him or her to make responsible choices and improve his or her quality of life. According to Adler, all human beings are equal in humanness and dignity. Trainees and their clients need to recognize that they are all equally entitled to respect and self-determination.

Objectives:

- To establish a feeling of mutual respect and camaraderie within the training group;
- To establish the fact that most participants share the same basic values related to family and desire for a good quality of life, and
- To help the trainees recognize that specific experiences in life affect the success with which individuals match their values with their behavior.

Activity:

A. Welcome the group members, reintroduce yourself, and then introduce the trainees, briefly describing the talents that make each of them especially important to the program.

B. Define values as a certain belief system that often affects the choices we make in our lives. Talk about the typical values of a natural helper including:
   1. General values - religion, family, etc.
   2. More specific values
      a. caring about other people
      b. being trustworthy, respecting confidentiality
      c. being nonjudgmental
      d. understanding that the growth of each individual benefits everyone

(List these on newsprint or the chalkboard.)

C. Talk about other personal values as they relate to you. Present one item that illustrates a value (a picture of a son or daughter, a work key), and explain what the item means relative to your value system.

D. Ask the members of the group to take from their bags or wallets two items that signify important thoughts or values for them.

E. Ask each member of the circle to again give his or her name and talk about the item he or she has chosen. List the values on newsprint. Values might include religion, family, money management, friends, orderliness, safety, etc.

F. After all trainees have taken their turn, talk about the values within the group, encouraging group members to comment on the diversity as well as the commonalities. You may want to list the values under such general headings as family, religion, and quality of life.

G. Reinforce the fact that everyone in the group seems to have similar basic values that affect the way they live; yet each member has special values that relate to their own personal experiences.

Exercise 2: Program Overview

The steering committee has already tailored the curriculum to meet the needs of the neighborhood. The larger group may have more important information from their experiences to enhance the relevance of the material to be presented in the Master Teacher model. At the same time, if all members have some input into the curriculum, all will engage more readily in the activities relative to each upcoming workshop. This activity will give the trainer a chance to encourage input from all future Master Teachers in order to

make sure the curriculum covers the real needs of the neighborhood. This activity will also continue to establish mutual respect within the group as each participant's comments are considered.

Objective:

To establish a commitment from the participants by getting their input on the proposed training curriculum to meet the needs of their neighborhood.

Activity:

A. Pass out a loose-leaf notebook and a handout summarizing the proposed list of topics to be discussed at each workshop. (See Program Overview at end of Workshop 1.)

B. Introduce the steering committee and describe the process used in matching the curriculum to the needs of the community. Go over each topic, summarizing the training goals and requesting comments from the group relative to agencies or issues that are relevant according to their experiences. Each topic should be covered in less than five minutes. Information will be taken under advisement and integrated into the subsequent workshops where appropriate. This is not the time to evaluate the accuracy of the information shared; it is a time to make sure each program participant is heard and his or her input noted. End this exercise by letting the group know that their ideas are valued and will be considered as important in the program development. (You will find that the information shared is likely to be very consistent with steering committee input.)

Exercise 3: Housekeeping

Timeliness, comfort in the group situation, quality group process, and ability to attend every workshop are important for promoting a professional atmosphere. Trainees should clearly understand what is expected of them. Confusion or chronic correction of mistakes is discouraging. You should clearly establish the guidelines related to certification as a Master Teacher, including attendance expectations and paperwork necessary to implement the program in an orderly fashion.

Objectives:

- To establish the concept that consistent attendance is imperative in order to be effective Master Teachers.
- To review and clarify necessary paperwork, including applications and reimbursement forms related to baby-sitting and transportation.
- To establish an atmosphere of professionalism by explaining the expectations concerning timeliness, maintenance of materials in a notebook, and measurement of program effectiveness.

Activity:

A. Point out the note at the bottom of the Program Overview which specifies that participants must attend at least seven of the ten trainings in order to graduate. Let members know that you realize this is indeed a difficult commitment. In order for them to be effective, however, it is an important requirement. Encourage them to contact you if they are unable to attend a session. Each member is very important, and each circumstance should be considered if a crisis occurs.

B. Review each piece of paperwork, remembering that a lot of reading is frustrating and time consuming. Go over the reimbursement forms step by step. Encourage participants to ask questions so all are clear on how to fill out the paperwork. Remind the group when each piece is due. Insist on having all applications by the end of the second session.

C. Talk about transportation and baby-sitting problems, encouraging group members to find solutions among themselves. Suggest car pooling.

D. Explain that in order to be effective as Master Teachers, the materials handed out every week need to be kept in an orderly manner. (My experience is that the trainees are more organized than I.) Explain that at times some documentation, such as how many families are being reached, will be needed in order to measure program effectiveness, but at no time will the confidentiality between the Master Teacher and the trainee be at risk. The nature of natural support networking ensures that formal collection of client's personal data is inappropriate. Talk about the evaluation process as a way to measure your effectiveness, not the capabilities of the trainees

(Master Teachers). (Consider the issues trainees might have relative to academics, tests...) A brief evaluation piece will be part of each workshop, and a more extensive summary will be completed at the end of the 20-hour training.

Exercise 4: Understanding Ourselves and Others

The final exercise of the evening will focus on why people behave as they do. Temperament, environmental opportunities, life experiences, lack of knowledgeable mentors, heredity, family values, sex roles, oppression, and educational experiences all affect the way people behave.

Objective:

This exercise will help trainees understand why they behave the way they do, how their values can affect the way they interact with others, and why others can or cannot deal with their family lives effectively. The exercise, because there are no right or wrong answers, is usually fun and enlightening.

Activity:

A. Hand out the Values Awareness worksheet and ask the group members to respond to each question. Emphasize the fact that there are no right or wrong answers. The purpose of the exercise is to show how people's life experiences make them different. Knowing what affects our behavior will help when we need to help others.

B. When the trainees have completed the worksheet, facilitate a group discussion encouraging participants to share their answers. It is not necessary that group members respond to questions they are not comfortable with.

C. Summarize the group discussion by asking group members why they responded as they did. List their ideas on newsprint.

D. Give the following scenarios and encourage group members to discuss them. What caused the behaviors in each situation?

Example I:
Mary has been living in her apartment for the past three years. Each year she has been threatened with eviction because her apartment is filthy. Her only alternative is to live with her mother, who lives in an equally filthy apartment.

What is the problem? (Mary will be evicted because her apartment is always filthy.)

Why does she have this problem? (Mary has no role model or anyone to help her find ways to clean the apartment to the specifications of the inspectors.)

Concept to be emphasized: Mary does not want to be evicted. She is not lazy. She is helpless to improve her situation because she has no knowledge of appropriate cleaning methods.

Example II:
Edward and Tony are pre-teens who often play ball together. They appear to be good friends. On a particular Saturday afternoon, Edward calls Tony a sissy. The name calling evolves into a fist fight.

What is the problem? (The boys are resorting to fighting to solve problems.) Why do they have this problem? (They have learned this strategy from social experience.)

Concept to be emphasized: Fighting is not a valued method of coping with problem situations, but it is the only way these kids know how to solve problems. The boys should be given alternative ways to address the original problem.

Note to Trainers:
Specific themes you want to draw out during large-group discussion are:

Example 1: Different personal styles often complement each other. Differences are effective for responding to problem situations.

Example 2: Life's experiences and values affect how you feel about your environment. They determine what is important.

Example 3: Some people have access to many support people. Others have no one and may need outside help in order to solve problems.

Closing The Meeting

Summarize the concepts discussed in this meeting. (Use a prepared handout to do this if you wish.) Bridge this workshop with the next one by explaining that good communication skills will help Master Teachers facilitate problem solving in situations similar to those above. Point out that the examples used in the last exercise are problems a Master Teacher may need to address, and understanding why people act the way they do is the first step to problem solving.

Let the Master Teachers know that the next training will address communication skills that will help them in their own family life and in their role as Master Teachers. Let them know that the communication workshops will reinforce the skills they already have as natural helpers. Remind group members that the next meeting is at the same place and same time. Re-emphasize that you are available to answer any questions that arise. (Make sure they have your phone number.)

Program Evaluation

Ask the group members to fill out the brief evaluation form and turn it in when they leave. Again emphasize that the evaluation measures your effectiveness, not their intellectual ability.

Evaluation Questions

1. Name one skill that someone in your training group has that will make him or her effective as a Master Teacher.

2. What is the most important topic you would like to see addressed in these trainings?

3. Explain why someone would respond to a problem differently than you.

4. Name one thing you liked about this evening's training.

5. Name one thing that you would like to see changed about this evening's program.

Values Awareness Workshop – Exercise Worksheet

Put a check by the answer that matches your way of thinking. There are no right or wrong answers.

1. If you were an animal, what would you be?
   a. a cat
   b. a kitten
   c. a lion
   d. a kangaroo

2. Which season do you like best?
   a. spring
   b. summer
   c. fall
   d. winter

3. Your child, or a child you are caring for, is hurt and you are not sure what to do. You would call:
   a. your mother
   b. a friend
   c. a neighbor
   d. the emergency room

4. In choosing a "mate" the most important concern is:
   a. money
   b. love
   c. support
   d. children

5. What do you want from these meetings?
   a. information
   b. friends
   c. support
   d. career ideas
   e. other _____

WORKSHOP 2

Communication – Listening

Background

Murders, suicides, gangs, unsafe neighborhoods, limited finances, frequent illness, constant incidents of rejection, frequent losses...If anyone has problems to worry about, it is the family living in poverty. If anyone needs good listeners to untangle the web of constant crisis, it is the individual struggling to move toward a better quality of life.

In these neighborhoods, good friends who possess the skills to help solve problems are rare. Isolation means access to fewer friends. Single parenting and lack of contact with other adults creates emotional voids that strip parents of the tolerance they need to deal with their families. Poor parents avoid professionals to deal with family problems, fearing lack of understanding or accusations of abuse and neglect. They wonder if those of the middle class can possibly understand the problems of the poor.

All too often a situation needing only simple intervention escalates into a crisis. Families in poverty need help while their problems are still manageable. They need support as they connect with helping agencies for problems that have moved beyond the simple solution stage. Information sharing alone does not work; the support and skills of someone who cares are essential to create real change.

Communication skills - speaking and listening - and problem-solving skills are key to empowering Master Teachers to be effective. The modeling of these skills by the trainer and later by Master Teachers will establish a chain of mentoring that can result in long-term change for families in poverty.

These next two chapters will focus on communication skills. Situations will include common family problems and community problems. The emphasis is on effective speaking and listening skills to help neighbors, relatives, and friends. We will also stress assertiveness to help Master Teachers work with clients and give themselves needed time off.

Workshop 2: Communication – Listening

Goal:
To prepare trainees to be effective in their communities by reinforcing their listening skills and by creating an awareness of their other special problem-solving skills. To provide referral information for specialized interventions.

Objectives:

- To help trainees understand the difference between open and closed listening styles.
- To familiarize trainees with a vocabulary of "good" and "bad" feelings so they can listen more effectively and understand reasons for misbehavior.
- To reinforce techniques of reflective listening that are key to effective problem-solving.
- To familiarize potential Master Teachers with techniques to use when the listening process becomes overwhelming.
- To familiarize program participants with services available for support and referral.

Materials Needed:
Newsprint, magic markers, handouts describing different types of listeners (if desired), a posted list of "good" and "bad" feelings, handouts listing support groups for mental and physical problems, professional medical services, clinical services, community action agencies, etc.

Begin the evening by reintroducing the trainees and sharing any news about the program. Collect paperwork such as applications, mileage and baby-sitting forms, etc. Ask if there are any questions or problems.

Exercise 1: Understanding the Value of Communication Skills

Good listening skills enhance interpersonal relations in families, in the workplace, and in the community. Communication is key to preventing problems. The parent who cannot afford Valentine's Day candy for a child's class can avoid the child's tears by focusing on her feelings when breaking the disappointing news. The parent of the twelve-year-old boy who skipped school can avoid a major conflict by listening to and addressing the boy's rationale for skipping school. The teen can help his friend avoid a fight by listening and helping him find a more appropriate way to deal with the problem. Quality listening skills are an effective preventive technique and a useful problem-solving tool.

Activity:

Communication: Open and Closed Listening Styles (Mini-lecture, large group role-play.)
(Before the formal meeting begins, ask one of your more outgoing steering committee members to think of a problem in his/her family or community that he/she would feel comfortable sharing with the group.)

A. Mini-lecture: Good listeners have a style that lets the speaker know he/she is heard, understood, and cared about. A good reflective listener helps a speaker sort out emotions and issues and put the pieces together to make a problem more manageable.

   This exercise begins by pointing out listening techniques that close communication and are use less to a client. It ends with a reflective listening exchange that helps the speaker clarify his/her problem. The emphasis of this exercise is to encourage trainees to focus on their own feelings as they listen to each situation.

B. Position yourself where all group members can see and hear you easily. Ask your "volunteer trainee" to sit beside you. Let the group know that you will be doing a communication exercise, but give no more information.

Part 1

1. Ask the volunteer to begin talking about his/her problem. As he/she talks, use the "know-it-all" method to respond. Be sure to over-emphasize the body language of a powerful, imposing, inhibiting helper.

"The Know-It-All"
The "know-it-all" emphasizes his/her superiority by lecturing, advising, and appealing to reason. He/she views others as incapable of dealing with their own problems acting as though only he/she has the answers and the speaker better shape up and listen.

2. Continue the conversation for about three minutes, being as inappropriate as possible.
3. Ask the volunteer how he/she felt when you "listened." Ask group members how they felt as they listened to the exchange.
4. List the speaker's feelings on a piece of newsprint entitled "KNOW-IT-ALL." Comment on the body language during that exercise. Explain that the "know-it-all" style is useless. This is a form of closed communication.

Part 2

Ask for another volunteer to share a minor problem with the group. This time listen as you would if you were "the judge."

"The Judge"
"The judge" pronounces a person guilty without a trial, proving that he/she is always right and the others are wrong. For judges, the answers to life are always clear-cut. "The boy is wrong. When I was young, you simply did not do things that way." The body language is inhibiting and pompous.

Follow the steps in Part 1.

Part 3

Ask for another volunteer to share a minor problem. Then act as the consoler.

"The Consoler"
The "consoler" pats the speaker on the back, pretending that there is no real problem. He/she thinks a pat on the back and kind words will make everything better. Consolers make light of

things: "It's only your mother's old car." "It's only puppy love." (Dinkmeyer, McKay).

Follow the steps in Part 1.

Part 4

Ask the first volunteer to return to the chair next to you and talk about his/her problem again. This time, reflect his/her feelings, aiming to clarify the problem.

When reflecting remember:

- Body language is important. Use eye contact and a relaxed, attentive posture.
- Do not parrot the speaker.
- Listen carefully and try to give back to the speaker the feeling you hear and the problem that causes that feeling.
- Reflect until the problem seems clear.

(For more information on reflective listening, refer to any popular parent education manual.)

C. Do not problem-solve during this session. Discourage others from problem-solving.

At the end of the reflecting exercise, ask the speaker to tell how he/she felt about the situation. Write the comments on newsprint. Ask group members how they felt and why. Emphasize that clarifying the problem may sometimes be more helpful to a client than going through the whole problem-solving process. Explain that reflective listening keeps communication open.

Exercise 2: Reinforcing Good Listening Skills

Teach the group the steps of good reflective listening. Discuss:

- body language
- eye contact
- listening for the feeling behind the problem
- listening for the situation that creates the feeling
- giving back to the speaker your perception of what this problem is about, emphasizing that it is a perception that should be left open for correction.

On newsprint write the following:

The reflective message:

YOU SEEM	BECAUSE
(**feeling**)	(**reason for feeling**)

Then give a few clear examples of reflecting responses as they might relate to a problem situation.

- In responding to the tenant who yells, "I'll never buy anything from that company again!" –
  a reflective listener might say:
  "Boy!, I bet you're frustrated because that stove you bought keeps breaking."
  or more simply;
  "You seem **frustrated** because your **stove keeps breaking.**"
- In response to the mom who says, "She failed again. I give up!" –
  a reflective listener might say:
  "You seem to feel like giving up because Ellen keeps bringing home bad grades."
  or more simply;
  "You seem **discouraged** because of your **daughter's bad grades.**"
- In response to the woman who says, "I could never ask Tony (a boyfriend) to leave when he acts the way he does." –
  a reflective listener might say:
  "Could it be that you are afraid to kick Tony out of the house because he might hurt you?"
  or simply;
  "You seem **afraid** because **Tony might hurt you.**"

Exercise 3: Developing a Reflective Vocabulary

A. Tell the group that reflecting is not always easy, especially for those who have never been encouraged to express their feelings. Before you practice reflecting, develop a list of "feelings" words.

B. Brainstorm with the group, listing on newsprint words that express positive feelings.

C. Brainstorm with the group a list of words that express negative feelings.

D. Keep the lists visible as you go on with this workshop.

Exercise 4: Practicing Listening Skills

A. Review the steps of reflective listening. Ask for a volunteer to share a problem. The problem must be real if the exercise is to work. Reflect until the problem is clear. DO NOT PROBLEM-SOLVE.

B. Have the group split into pairs. Ask one person to share a problem and the other to practice reflective listening. The goal of the exercise is to identify the heart of the problem. Help each group through the process.

C. Reunite the group and have everyone discuss the exercise. Ask for a volunteer pair to role-play their reflective process for the group.. Highlight what worked during the role play.

D. Close by explaining that reflecting is primarily for working through serious, not simple, problems.

E. Explain that a good reflector can get very tired when listening to too many problems. It is okay to hint that you must end a session. It is okay to say, "I'm just too worried about something else to listen right now - let's talk later," or "I've tried to help you and you have not followed through. When you follow through on the first step, I'll help you move on." Make sure trainees know that it's important to say no when necessary and that there are gentle ways of doing this.

Exercise 5: Identifying Outside Resources

Explain that there will be times when the client simply needs to find a specialized resource. He/she will often need support to follow through on a contact. Hand out the resource pages that summarize available support groups, counseling services, and community groups. Explain how to use the resource pages, how to make effective contacts, and the importance of not giving up if the initial contact does not work. Trainees should place these handouts in their notebooks under "Support Groups" to be used for future reference. (See sample resource page at the end of this section.)

Closing the Meeting

Close the meeting with some encouraging words about the skills the trainees already have. Ask group members to try reflecting with someone during the week and to report back their experiences at the next meeting. Ask if there are any questions about tonight's workshop. Tell the group that the next session will focus on speaking skills, including assertiveness training and problem-solving techniques. Make a special note of the effort each group member made to be at the meeting.

Program Evaluation

Ask the group members to fill out an evaluation form. Remind them that the evaluation will help you be more effective. Ask meeting particiapants to leave the evaluations with you as they go.

Evaluation Questions

1. Name one thing you do that makes you a good listener.

2. Name one thing you will change to make yourself a better listener.

3. What is the most important thing you learned this evening?

4. What did you like best about this workshop?

5. What is one thing in this workshop you would change?

Throughout the training, trainees should receive information about specific agencies that focus on helping families at risk. Attempting to match agency resources with the training topic at hand would be most effective. For example:

As a follow-up to Workshop 2, an agency handout listing quality counseling professionals would be appropriate.

A follow-up to Workshop 4 related to parenting might include a list of agencies that focus on child care, education or enrichment activities that match the developmental needs of children.

Again, the trainees and the steering committee of each training group will identify their needs. The trainer has the responsibility to identify appropriate resources.

Sample Agency Listing

Pregnancy and Child Care Services

A. Birthright of Pioneer Valley
Director: Helen Seragusa
Mercy Hospital Memorial House
271 Carew Street
Springfield, MA 01104
(413) 732-6104 (24-hour answering service)

Overview: Birthright provides health services for pregnant women. These include physical examinations, education services, nutrition assistance, information and referral and individual and group counseling for a variety of personal problems.

Fees: None

Eligibility: Any female in the Pioneer Valley with a pregnancy problem.

Hours: Vary

B. University of Massachusetts
Cooperative Extension
Springfield Master Teacher in Family Life Program

Contact: Margaret D. Slinski, District Specialist
Pioneer Valley District
University of Massachusetts
Cooperative Extension
15 Straw Avenue
Northampton, MA 01060
(413) 736-7204

Overview: Current Springfield Master Teacher programming offers ongoing support and information to residents in the Mason Square area and in Springfield Housing Development. Trained resident Master Teachers are currently offering programming focusing on prevention of premature sexual activity for youth through youth activities teaching problem-solving skills. One to one mentoring of pregnant and/or parenting teens is also available.

Fees: None

Eligibility: Resident of Mason Square or Springfield Housing Authority areas.

(This entry is copied from the 1987 United Way First Call Directory.*)*

Some Practice in Reflective Listening – Supplemental Exercise

You can use these examples to practice the feeling words brainstormed in Exercise 3.

James is a fifteen-year-old boy who has tried to do well in school. This year he is feeling a lot of pressure from friends to "take a few days off." He has resisted so far. On this particular school day, James flunked a math quiz, was accused of not doing some homework he could not find in his history book, and, on the way home from school, met three old friends who had had a wonderful day in the park (had skipped school).

James arrives home from school, slams his books on the table, and announces to his mom, "I hate school! I'm quitting and getting a job so I can earn some money!"

Julie is a working mom who has three young children. She brings the children to day care at 7 a.m., gets to her job at 7:30. She works till 4, picks up the children and arrives home at 5:30. She is new in Springfield and has no family to help out. In her neighborheed, marked with a high degree of drug dealing, she knows no one.

On this particular day, the alarm clock does not go off. When Julie awakens, she is running one hour late. She hurries the children out of bed, dresses two of them, grabs some dry cereal and fruit and rushes to the bus stop to catch a late bus. She hurriedly drops the children off at the day care, leaving the rest of the cereal and clothes, and hurries to catch another bus to get to work. Her workday, which began with the supervisor questioning her tardiness, consists of one problem after another. Stressed out from the way her day began, Julie has a tough day.

When Julie arrives back at the day care, one of the newer childcare workers greets her with, "Your children have had a terrible day today because of their chaotic morning. You need to be more organized."

Julie responds, "I wish I never had these kids!"

Now try reflecting in teams...You can use a personal problem or make up a situation which may be common to families living in the neighborhoods we are working in.

Some Practice in Reflective Listening – Supplemental Exercise

Reflective Listening

"Good Feelings"	"Bad Feelings"
happy	unloved
encouraged	hated
satisfied	hurt
proud	dumb
accepted	disliked
comfortable	unable
listened-to	angry
grateful	sad
thankful	revengeful
liked	helpless
excited	guilty
interested	embarrassed
safe	frightened
wanted	bored
great	anxious
loved	indifferent
confident	upset
able	worried

When we reflect in listening, we are trying to help the person in need truly understand their problem. Through clarifying their feelings about what is happening, the person will:

A) feel better about the problem at hand and let the situation take care of itself, or

B) set up a situation for problem solving that will work.

With good reflective listening, the person in need will begin to feel some control of the situation at hand. This will empower them to work effectively on that problem.

Step 1
Let the person know you respect him/her by taking the time to set up a good listening situation with few distractions, and enough time to listen effectively.

Step 2
Concentrate on what is being said. Make eye contact. Try to listen more than respond.

Step 3
Listen and reflect the feelings behind the problem stated.

"You sound frustrated because the landlord keeps saying he will help, but never follows through."

Step 4
Avoid the "closed responses" of the Judge, Consoler, or Know-It-All.

Step 5
Do not make every situation a problem solving session. Often good reflective listening helps the person in need solve the problem him/herself. Sometimes they will need to explore alternatives to solve the problem. We will cover that in our next session.

Some Practice in Reflective Listening – Supplemental Exercise

Styles of Listening

Commander in Chief
Persons who play the role of the commander in chief are interested in keeping things under control. They tell the person in trouble to "get rid of the bad feelings" and take control of their lives. They order, command, demand, or threaten the person in need, thinking that, through demand, the person they are helping, will be forced to "feel better."

The Moralist
The moralists find the solutions to problems via their own value system and life's experience. "You should do this; you should do that" is a common line offered. They feel their ideas of what will work best should be the starting point for problem solving, forgetting that the person in need might live in different circumstances with different pressures affecting their behavior.

The Know-It-All
These persons have all the "right" answers because they feel they know everything about the problem. They lecture, quote facts and figures, and often act superior to the person in need. They feel they have helped the person by giving information with the expectation that person in need will use that information in order to solve their problem.

The Judge
These listeners feel they are always right. No matter what the person in need feels might help the situation, the judge will decide if the solution is right according to his judgement. The judge is always interested in proving that he or she is right and others are likely wrong when they disagree.

The Critic
Critics try to change behavior through criticism, ridicule, cajoling and subtle comments with hidden agendas. Their method can be especially discouraging as the person in need is consistently "beaten down" with ridicule and joking relative to their problem.

The Psychologist
Psychologists try to analyse the problem, often with too little information and skills to make a difference. They quote "experts" and theory as a way to offer answers. They exasperate the person in need with too many questions as they try to find the "issue at hand."

The Consoler
Consolers try to make things better through a sympathetic ear and lots of stroking. They often make light of problems that seem much more serious to the person in need. They often tell the person in need "Things will be alright. I'll be there for you."

(Information taken from Systematic Training for Effective Parenting *by Don Dinkmeyer and Gary D. McKay.)*

WORKSHOP 3

Problem Solving

Background

Good sources of information and problem-solving skills that are easy to teach will be very important as Master Teachers address everything from the rebellion of the "terrible" two-year-old to the hopelessness of the suicidal teen. The Master Teachers will be dealing with human development levels on Maslow's Hierarchy of Human Needs ranging from the individual at a very high level of functioning (for example: single mom looking for money to finish a college education) to a family with very basic needs (such as a family about to become homeless because of drug connections). Master Teachers must have access to vast amounts of information and a good understanding of human needs in order to effectively respond to the problems in their community. To add to this challenge, families with whom Master Teachers work will not be accustomed to using "problem-solving strategies" to deal with their barriers. Families living in long-term poverty situations often select the least complicated alternative when dealing with problems. Life's experiences have taught them to rely on authority rather than reason when making decisions. To them, negotiation and exploring various alternatives may be overwhelming and unrealistic.

Workshop 3: Problem Solving

Master Teacher trainees will need to master problem-solving strategies that offer clear practical solutions to issues that affect those in poverty. They will need to be able to pass these skills on to their clients with ease. As clients begin to take responsibility for solving their own problems successfully, they will gain needed confidence to take control of their lives – fostering independence for those discouraged by living in poverty.

This workshop focuses on responding to the problems of the long-term poor. In some cases, simple understanding through reflective listening or exploring alternatives will help identify the solution to specific problems. At other times the problem at hand may be too intense for a Master Teacher to handle. Encouragement to refer to "professional" problem solvers will then be appropriate.

Goal:
To give trainees the increased knowledge and effective problem-solving strategies they will need in order to empower families in poor communities to effectively solve their own problems.

Objectives:

- To review and practice the steps of reflective listening;
- To teach a four-step problem-solving process to be used by Master Teachers and their clients;
- To familiarize participants with resources available in the community.

Materials Needed:
Newsprint, magic markers, problem-solving handout, problem-solving worksheet.

Exercise 1: Review of Reflective Listening

In social work, good listening skills are essential. Trainees will need to practice reflective listening throughout this training, being careful to keep the communication lines open. Two important concepts of this exercise are:

1. Reflective listening alone may solve the problem.
2. Reflective listening is often the important first step in effective problem solving.

Activity:
Ask if people "reflected" when trying to problem-solve at home during the week. Write on newsprint a simple summary of their experiences showing the sequence of steps in a reflective statement. Talk about each experience. Do not let the reflective statements move on to the problem-solving stage.

Consider each story. Does this situation need to be taken a step further to problem solving or a Master Teacher's help or is the situation solved simply through support and understanding? Is the problem already solved? Note which situations were taken care of through good listening skills and which may need another step – problem solving.

Exercise 2: Deciding When to Problem Solve

A. Mini-lecture
In many cases the trainees will come to realize that simply reflecting what is being said helps the speaker discover his/her own solution to a problem. In other cases the reflecting process will calm the client down so that he/she can move on to other things. Sometimes there is no problem to be solved, only a very stressful situation that needs some unraveling. At these times, reflective listening does not need to be followed by a problem-solving strategy. On newsprint write "you seem" and "because." Have group members reflect for each of the following situations. You can act as the client.

- David is upset because he received a zero for not doing his math homework.
- Ellen's popsicle melted when she left it in the sun.
- Tony's girlfriend broke up with him.

In some of these cases, reflective listening is all that is really needed. In other cases, the client will need a sympathetic ear and a problem-solving strategy to deal with the situation. Reflective listening will be important to clarify the problem, and a practical problem-solving strategy will be necessary to solve it.

For instance, in David's case, he may be afraid of failing math. He may want some ideas to avoid further failure.

B. Have the group split up into pairs. One member will share a problem to be clarified through reflective listening. Each group will keep these questions in mind:
   1. What is the problem?
   2. Has the problem been solved through good listening skills?
   3. What is the next step? (Teams may make notes to keep track of these responses.)

C. After 8-10 minutes, have the large group reconvene and share some of the problems reflected. List each problem on newsprint. Decide which problems need the next step in the problem-solving process. Cross out those that were solved simply through reflecting.

Exercise 4: Problem Solving

The introduction to this workshop mentions the dependence on external authority that keeps families in poverty from becoming independent decision-makers. This section offers Master Teachers a tool to break this cycle of dependence. Master Teachers will avoid solving problems for their clients; *they will teach clients the steps to the process of exploring alternatives, and they will problem-solve with them.*

Trainees may be accustomed to making decisions for others – which has probably worked in the past, – at least for the short term. It is important to let trainees know that in order to promote long-term change, understanding of the problem-solving process is essential. Their clients must learn how to look at a situation and choose a workable solution themselves.

The following exercise will take trainees on to problem solving after clarifying the problem through reflective listening.

A. Show the list of steps in problem solving. Go over each step, explaining its importance.

B. Choose one of the problems from the previous exercise. Ask for a volunteer, and role-play the following problem-solving sequence.

1. *Zeroing in on the problem*
   Quickly reflect with the volunteer and clarify the problem.
2. *Identifying possible solutions*
   Brainstorm with the volunteer to think of ways to deal with the problem. (Add some ridiculous ideas – it's okay to suggest everything that comes to mind.)
   Encourage the volunteer to suggest solutions. People tend to follow through more often with their own strategies. Be patient; the volunteer will come up with something. Encouraging him/her to brainstorm for solutions is empowering. List the proposed solutions on newsprint.
3. *Making a plan of action*
   Go over the proposed solutions and eliminate the most unlikely. Choose the most favorable, remembering that the person with the problem should make the final decision. You may need to walk him/her through the chosen plan.
4. *Following up*
   Set up a time to talk about whether the strategy worked or whether the two of you need to try another alternative.
5. *Evaluating the solution*
   Role-play an evaluation meeting. Hand out the Problem-Solving Plan worksheets and encourage trainees to put them on their refrigerators.

Exercise 5: Practicing Problem Solving

A. Divide the group into pairs. Using the problem-solving worksheet, have each pair go through the problem-solving process responding to the problem that is assigned to them. (Note: If participants prefer, they can use their own problem situations.) Move around the room helping each team.

B. Reunite the group. Walk through the problem-solving process using the assigned problems that were discussed in small groups. On newsprint:

1. Identify the problem
2. Brainstorm for solutions
3. Make a plan of action
4. Set up time for evaluation.

Role-play the evaluation meeting. Walk through as many problems as time allows. Brainstorm solutions to the problems, talking about the pros and cons of each. Then choose the appropriate solution and talk it out. Discuss a follow-up meeting.

Exercise 6: Identifying Outside Resources

Continue sharing information about agencies and services. This week focus on legal agencies, general information services (e.g., United Way), day care resource and referral, community action agencies, fuel assistance agencies, elderly services. If time permits, ask trainees for names of agencies they have used, and solicit comments. Group members should take notes and make some calls during the week to better understand what is available. Ask them to bring information to share with the group next week.

Sample Agency Listing

General Family Life Information

First Call
Director: Ellen Roberts
184 Mill Street
P.O. Box 3040
Springfield, MA 01102-3040
(413) 737-2712 - Answering machine after hours.

Overview: First Call is a free, confidential information and referral telephone service to help persons locate programs, agencies and organizations that serve Hampden County. The service has a computerized inventory of community services. First Call also handles information on special educational events of community interest.

Eligibility: Services Hampden County.

(This entry is copied from the 1987 United Way First Call Directory.*)*

Closing the Meeting

Ask group members to try out their problem-solving skills during the week so they can report their experiences at the next session. Ask for questions. Be available after the meeting for individual questions.

Program Evaluation

Ask the group members to fill out an evaluation form. Remind them that the evaluation will help you be more effective. Ask meeting participants to leave the evaluations with you as they go.

Evaluation Questions

1. Why do you teach clients to problem-solve rather than give them the answers?

2. How will your helping strategies change, based on what you learned in this session?

3. What is the most important thing you learned this evening?

4. What did you like best about this training?

5. What is one thing about the training you would change?

Problem Solving Workshop – Exercise Worksheet

Problem 1

Fourteen-year-old Jenny has been hanging out with a group of teens who skip school regularly. Jenny is maintaining a B/C average in all subjects. The other girls are teasing her, hoping that she will feel embarrassed by her school success and skip school with them this week. Friends are really important to Jenny. She comes to you saying, "School is boring. It's more fun fooling around with my friends at the mall."

Assume roles as Jenny and a helping Master Teacher.

1. Reflect until you have clarified the problem.

2. Brainstorm to think of at least four possible solutions.

3. Talk about the advantages and disadvantages of each.

4. Decide which solution might work. Talk it through.

5. Make a date to talk about whether the solution worked.

6. Role-play an evaluation.

Problem 2

Six-year-old Stevie has been dropping by your home at all hours of the day and night. His mom, who has just begun a full-time job, seems overwhelmed with balancing her obligations at home with her new work situation. Stevie, who always seems to be hungry, underdressed, and unsupervised, appears to be the one suffering. Tonight it is ten o'clock when Stevie arrives at your door. You return him to his home only to see his mother sitting at the table having a beer, apparently unaware that Stevie was gone. When she sees you, she starts crying.

Assume roles as Stevie's mother and a Master Teacher.

1. Reflect to clarify the problem.

2. Brainstorm to think of at least four solutions.

3. Talk about the advantages and disadvantages of each.

4. Decide which solution might work. Talk it through.

5. Make a date to talk about whether the solution worked.

6. Role-play an evaluation.

Problem 3

Maria is very excited about her new job. Unfortunately, her unemployed boyfriend is not. At first he demanded that she quit the job. Maria would not. He has refused to let her use the car to get to work, which means she must take a bus. She missed the bus yesterday and her boss reprimanded her. Last night her boyfriend switched off her alarm clock, and she was late for work again today. Maria comes to you crying hysterically. You cannot understand what she is saying.

Assume roles as Maria and a Master Teacher.

1. Reflect to clarify the problem.

2. Brainstorm to think of at least four solutions.

3. Talk about the advantages and disadvantages of each.

4. Decide which solution might work. Talk it through.

5. Make a date to talk about whether the solution worked.

6. Role-play an evaluation.

Problem 4

Eighteen-year-old Danny has begun hanging around with a group of drug dealers. When he drops by to visit his grandmother, Elena, she pleads with him not to get involved. She is worried about his safety. To make matters worse, her landlord is evicting anyone suspected of drug associations, and Danny's presence has put her lease on the line. Elena has received an eviction notice in the mail. She comes to you for help.

Assume roles as Elena and a Master Teacher.

1. Reflect to clarify the problem.

2. Brainstorm to think of at least four solutions.

3. Talk about the advantages and disadvantages of each.

4. Decide which solution might work. Talk it through.

5. Make a date to talk about whether the solution worked.

6. Role-play an evaluation.

PROBLEM-SOLVING PLAN

When helping others:

1. Help clarify a problem through reflective listening. Separate the feelings from the real problem at hand.

2. Explore together ways to solve the problem. List several possible alternatives.

3. Choose the solution that will work best. Think through each step of the solution process.

4. Set up a time to evaluate the effectiveness of the solution chosen. If the problem remains, try again beginning with step 2.

WORKSHOP 4

Understanding the Behavior of Children and Adolescents

Background

When looking for techniques to help parents raise responsible children, many programs for parents on welfare assistance consider teaching new parenting skills. For some families, this may work. However, it may be unrealistic to expect most long-term poor parents to change their methods of parenting dramatically. Finding the resources to meet basic needs is always their major focus, leaving little time for pursuing and perfecting new problem-solving strategies.

This workshop and the next look at 1) promoting better understanding of children and 2) ways to effectively set limits that encourage children to behave responsibly. Workshop 4 helps trainees recognize the developmental needs of children and why children misbehave. Workshop 5 then offers limit-setting strategies that focus on mutual respect rather than humiliating punishment as a way to promote increased self-esteem and independent problem solving. Though these two workshops focus on *parent*/child relationships, any adult/child relationship will benefit from participation.

Common Parenting Styles for the Long-Term Poor

For the parent in poverty, an authoritarian style is common. Many tend to demand rather than compromise, display limited outward affection, and communicate minimally with their children (Gecas). Often this style reflects the interpersonal realities of their environment: the style of shift supervisor, a social worker, a landlord, often their own parents. It is very difficult to change this style, given that this is often the parenting norm of the environment. It may even be dangerous to change this parenting style radically. With few democratic role models, authoritarian parents could easily become inconsistent, creating a confusion of expectations for children. Confused expectations only lead to more misbehavior. In dangerous rural or inner-city environments, the democratic focus on learning from natural consequences will often be dangerous to children and adolescents not used to making well-informed decisions. Radical changes in parenting styles may, in fact, add even more stress to the lives of families in poverty.

Nevertheless, as teen pregnancy, substance abuse, and drop-out rates rise, psychologists and educators feel that changes need to be made. A controlling family environment often leaves children relying on others – their parents, teachers – for direction and limits. This may ultimately lead to rebellion and to external control by such characteristically controlling individuals – e.g. drug dealers, gang leaders, and sexual partners looking for a sense of power. Such children never have a chance to develop skills aimed at positive *self* direction. Different techniques that encourage children to take control of their own behaviors need to be offered.

These changes can come about if parents see themselves as teachers, helping their children to operate within the limits of society and giving them the structure and attention they need in order to develop increased self-esteem. According to Dr. Thomas Jordan, children that come from "child-centered" homes consistently do better in school. Advocates of child-centered, democratic, parenting styles state that children who learn critical thinking skills and those who feel respected and loved are more likely to avoid self destructive behaviors (Hendricks, Adler). Development of self-control, the capacity to do better in school, and the strengths to choose to survive when the going gets rough are especially important for the child living in poverty.

Offering information and skills related to these areas will be helpful to the trainees and those they help. All parents are looking for simple solutions that

will keep their children from failing. All parents want ideas to improve their parent/child relationship. For the family in poverty, the key is to offer reasonable suggestions – ones that can be understood and implemented by parents under already stressful conditions.

Workshop 4: Understanding the Behavior of Children and Adolescents

Goal:
To enable trainees to work more effectively with parents, children, and adolescents through increased understanding of human development and an awareness of resources available to adults struggling with difficult parenting issues.

Objectives:

- To teach trainees that all children misbehave when their needs are not being addressed;
- To clarify reasons for misbehavior, especially as they apply to the poverty neighborhood;
- To strategize ways to eliminate many of the misbehaviors related to basic needs;
- To teach the concept that all human beings need to feel that they "belong" and are loved.

Materials Needed:
Newsprint, five magic markers, tape, refreshments, Gesell Spiral Diagrams for children and adolescents, measuring cup handout, basic scheduling worksheet, and a blank piece of paper for each participant. (Child Development handouts for ages infancy through teen years would also be helpful.)

Exercise 1: Understanding Human Behavior

All children misbehave, often as a way to communicate a problem. Young children, with limited verbal skills, often misbehave via actions – temper tantrums, biting, refusing to pick up toys, running and jumping when asked to "be quiet." Adolescents, who are more verbal, tend to argue points, threaten, and sometimes even run away or experiment with behaviors which obviously concern their parents such as drugs or premature sexual activity.

Activity 1: Brainstorming
This exercise is an "ice breaker" aimed at encouraging trainees to talk openly about misbehaviors they have seen either in their own parenting situation or in the neighborhood. Once those typical misbehaviors at various age levels have been identified, the group will begin to look at reasons why children behave as they do and reasons children and adolescents need some restrictions in order to be productive members of society.

1. Have the group members brainstorm for the behaviors of children and adolescents that "drive them crazy." Write them on newsprint. With some urging, this activity becomes fun as trainees remember times that were difficult – that now may seem humorous. Your goal is to list as many misbehaviors at any age from infancy through age twenty as possible.

2. When the trainees can think of no more misbehaviors, announce that all of these "misbehaviors" are "normal." In fact, brighter children often "test limits" most often. Comment that clearly, some of the children they are talking about must be bright! Make sure you say that these behaviors are normal – but not necessarily "okay." Children and adolescents will need to behave within the limits of basic social norms. We will talk more in the next workshop about setting those limits. .

Activity 2: Mini-lecture
Pass out the Gesell Spiral Diagrams. Give trainees a chance to look them over briefly. Have them think of their own children or children they know and compare the behaviors listed with what they themselves have observed. Explain that Gesell and his colleagues did nationwide surveys to identify common social behaviors of thousands of children at various age levels as listed on the handouts. Gesell found that as children's personalities develop, they display common "misbehaviors," as they struggle onto new levels of growth.

According to Gesell, during early childhood and school age years, children go through six months of equilibrium – when they seem like a joy – followed by six months of disequilibrium – when they seem uncooperative and even rebellious. In adolescence, rather than six-month sequences, teens seem to have one-year periods of equilibrium followed by one year of disequilibrium. Different temperaments may affect the degree of misbehavior, but some degree of misbehavior is normal for every child.

Spend some time letting trainees discuss the relevancy of the chart to their own observations of children they know.

Exercise 2: Understanding Why Children Misbehave

Most children misbehave to let adults know that their physical, emotional, or social needs are not being met. They misbehave as they deal with the stressors of moving from one developmental stage to the next (as on the Gesell Chart). They act out to let parents know they are bored or overstimulated (e.g., during the holiday season or the beginning of school). They misbehave when their environment is unpredictable and they are receiving insufficient (or too much) food, sleep, or intellectual or emotional stimulation. Children dealing with conflict, a loss in the family, an unsafe, chaotic neighborhood, or academic or social problems often react with negative behavior. Children in poverty often have additional reasons to misbehave and their parents have fewer resources to help them.

Activity 1: Brainstorming

Brainstorm with the group the reasons children misbehave. List all reasons on newsprint (tired, hungry, overstimulated, understimulated, scared, confused, unloved, angry, uncomfortable...) Talk about how some of these behaviors could be eliminated.

Activity 2: Scheduling

Spend some time focusing on consistent scheduling as a way to alleviate some childhood misbehaviors. Remind the group that, if any scheduling is to be used with adolescents, teens are more likely to cooperate if they have participated in the scheduling decisions.

Draw up a schedule that would be appropriate for the age group of greatest concern to your trainees. Have the trainees make suggestions and negotiate appropriate guidelines. Emphasize that, once a schedule is designed, it must be consistently (not rigidly) adhered to in order to be effective.

Exercise 3: Encouraging the Discouraged

Background:

A frequent cause of misbehavior which is often overlooked is the need to feel loved. All human beings need to feel like they are an important part of their world. Children especially look for love and attention in order to build up the self-esteem they need in order to face their world.

Help the trainees identify with the feelings of discouraged children through asking them to recall a time when they felt left out of an important situation. Have them think about what others said or did that made them feel like an outsider – as if they did not "belong." How did they react to that situation? Did they get angry? Did they fight back in some way? Did they ignore it and walk away? Hand out the measuring cup illustration. Explain how the need to be loved is fulfilled by different sources throughout the different stages of life. In infancy, the parent is often the key support of love as babies feel bonded to their parents. As children grow older, they rely less and less on parents and move out to other social supports for love and approval. In teen years, pre-adolescents go back and forth, sometimes counting only on friends, sometimes becoming young children again looking for love and approval from parents. Eventually teens look mostly to their peers for love, approval, and a sense of belonging. Talk about how adults, too, need to feel like they are an important part of family and community. Use the measuring cup illustration to show how, when the cup is full, individuals operated at their optimum, with high levels of self-esteem. However, the emptier the measuring cup, the less able individuals are to cope with the challenges they encounter. In many cases, those struggling with challenges become hopeless, often turning to negative coping mechanisms like misbehavior in childhood, substance abuse and gangs in adolescence, and other negative dependencies in adulthood. Illustrate how discouraging words and actions can cause misbehaviors through the following example.

Activity Example

Hand out a full-sized sheet of paper to each trainee. Explain that the sheet of paper represents the positive self-image of a boy named Jamie as he awakens one sunny morning. Explain that you will read a story about Jamie's day. (Text follows this section.) Have the trainees rip a piece from that paper each time they hear of something that happens to Jamie which

may be discouraging - something that may tear away a part of his self-esteem.

Read the story.

At the completion of the story, have the trainees show what is left of their paper. Ask them how much self-esteem Jamie has by the end of the day. Do they think Jamie should have whined or misbehaved? How would they have behaved under the same circumstances?

Talk about how children need to be built up rather than knocked down by our words and actions. No matter how hard we may try to encourage children, they live in a world where they are open to many situations where they feel unimportant and unloved. The role of parents and others who care about those around them is to try to fill their measuring cups in order to give those in need the self-esteem to help them be effective in their world.

Brainstorm ways to build up self-esteem through encouraging words and actions.

Exercise 4: Outside Sources

Hand out information about resources that can respond to basic needs of children. (WIC, Headstart, Food Programs, Health Support Services...) Encourage trainees to contact these agencies to see how they can enhance the quality of life in the targeted neighborhood.

Hand out program summaries of resources that aim at promoting a sense of belonging for children, adolescents, and adults (educational and recreational programming). Emphasize that, when others feel that they are a part of a group, they feel more powerful and are better able to cope with their environment. Which groups are most accessible? Are there groups the trainees might want to start themselves in order to offer some positive group situations in the targeted neighborhood?

Closing the Meeting

Close by talking about the fact that all human beings "misbehave" at times. Through knowing why human beings misbehave, we, as helpers, can better design ways to alleviate the need to misbehave in order to cope with the world. In spite of all our efforts, however, individuals will continue to act out. The next workshop will focus on setting limits in cases where children and adolescents need to take responsibility for their misbehavior.

Program Evaluation

Ask the group members to fill out an evaluation form. Remind them that the evaluation will help you be more effective. Ask meeting participants to leave the evaluations with you as they go.

Evaluation Questions

1. Name three reasons why children misbehave.

2. How can we encourage children?

3. Do you believe that, through simple scheduling, children will actually behave better?

4. Name three things that discourage youth in your neighborhood.

5. What did you like best about this workshop?

6. What is one thing about the workshop you would like to change?

Jamie's Story

Five-year-old Jamie lives with his older brother Edward and his mom in an inner-city housing development. Mom works as a dental assistant at a local clinic. His father, who is currently living with a second wife, makes unannounced visits once in a while. Last night dad said he would stop by so mom could use his car to go grocery shopping while he visited with the kids – but dad never showed up.

This morning mom yells up to Jamie to hurry up so he will not miss the bus. If he misses the bus, he misses school; mom does not have the time to find him another ride. His bedroom is cold; Jamie remembers the argument mom had with maintenance, trying to get more heat. He decided not to complain about the heat knowing it won't help. He quickly grabs his clothes, his brother's favorite shirt from when Edward was four, and his new pants mom picked up at Caldor's sale. He wishes he had the sneakers with Spiderman on the side – the ones all the kids are wearing. He can't understand why he can't have them.

He goes down for breakfast – Cheerios again – with no milk, since mom didn't get to the grocery store. Jamie decides not to eat.

"Eat that cereal," demands Mom. "Stop giving me a hard time!" She is concerned because the pediatrician questioned Jamie's low weight during the last check-up.

Jamie slowly eats, knowing it will soon be time to go.

"Hurry up! My ride is leaving for the clinic!" urges Mom.
She hands Jamie his lunch bag, hands him his old jacket and hurries him out the door toward the bus stop. "Have a good day!" she says, giving him a kiss as she hurries to a neighbor's car.

Jamie is pretty nervous at this bus stop. There are lots of kids. He wishes his older brother was with him, but he had gone on an earlier bus. Jamie is afraid of a seven-year-old boy, Jacob, who picks on everyone, especially him. Jacob seems to be waiting for his arrival this morning. He pokes at Jamie's lunch, trying to take it away from him. With no adults in sight Jamie is sure he will end up having to use a free lunch ticket once Jacob gets hold of his bag. Fortunately, the bus arrives. Jacob shoves Jamie out of the way as the line forms to board the bus. Jamie goes to the end of the line.

The noisy bus ride is uneventful except for the fact that Jamie had to sit in an assigned seat with two girls.

At school Jamie hurries to class avoiding Jacob. Miss Marshall, his teacher, greets him warmly. Jamie likes Miss Marshall; he can tell that she likes him. On this particular day, Miss Marshall introduces Jamie to another teacher. "This teacher is going to have you play some games with her, Jamie. She is going to see how she can help you with your counting." Jamie cannot understand why Miss Marshall would make him leave his class to be with this strange teacher. He'd rather be with Miss Marshall, but he follows the other teacher.

After what seems like hours of games, Jamie yawns. He forgets what he should be doing as he remembers the noisy fight outside his bedroom window late last night. A group of teens were partying.

The teacher brings him back to his classroom. He hears the teacher talk about how tired and distracted he is. The teacher

talks about his mom and questions whether she is taking good care of him. When the teachers notice he is listening, he is sent to his seat. During reading Jamie thinks about how hard his mom works and wonders why the teacher would say those things. As the bell rings, he hands in his incomplete paper.

The rest of the day has its ups and downs. He has a peanut butter sandwich for the fourth time this week – and he forgets his milk ticket. Susie Sasso makes fun of his old sneakers. But all in all it hasn't been that bad. Miss Marshall seems to like him...

He dreads getting on the bus with Jacob. At least when he gets home, he can show his mom his beautiful art picture he has finally completed. He carefully hides it from Jacob, fearing the picture might be grabbed and destroyed. He doesn't mind the teasing of the boys when he has to sit with two girls. At least the girls leave him alone.

After school, he hurries to the babysitter's house. She is pretty crabby today. All the kids have to stay in and watch TV because it has started raining. Five kids plus the new baby in that small apartment make it pretty hectic. Finally, at five o'clock, his mom picks him up.

"Hurry," she says. "I've got a ride to the food store. Let's go!"

"But I want to show you my drawing," Jamie whines.

"Stop the whining. I'll look at your paper when we get home. I just know it's beautiful." Mom tries to calm him. "Now let's go find your brother and get to the store."

Jamie is tired and hungry. He complains throughout the shopping, though his mom lets him push the cart and tries to keep him happy. By the end of shopping both mom and the boys are ready to shoot each other. Mom tells them to behave in the car or no dessert.

They arrive home at seven....

Behavior Patterns – Resource Handout

(Based on Behavior Patterns initially developed by Dr. Arnold Gesell)

Disequilibrium

- Craves attention, closeness to parents
- contrary, questions
- suggests ways parents can improve

**11

- Lives within self
- sullen, cross
- more interested in friends
- perfecting skills
- worries, goes to pieces
- complaints – stomach ache, headache . . .

9

- Withdrawn age
- complainer, moody
- likes to be alone
- misses directions
- detours along the way
- demands too much of self

7

- Violently emotional
- love – hate
- is center of world
- rigid in demands
- "No I won't"
- Mine

**5 1/2

- Shocking language
- profanity, bathroom words
- defies parental authority
- tall tales
- thin line between fact and fiction

4 1/2

- Insecure, uncoordinated
- stuttering? Tension outlets, crying
- whining
- Do you love me?

3 1/2

- Contrary – to parents
- rigid, inflexible
- domineering, **
- demanding
- violent emotions
- limitless (perseveration)

**2 1/2

- No! cannot wait
- taking time – not sharing
- immature motorly
- lure . . . don't demand

18 mo.

Equilibrium

12

- Comfortable with self
- steady
- independent

10*

- Parents' word is law
- friendly
- straightforward
- flexible
- predictable

8

- Nothing is too difficult!
- expansive, speedy
- enjoys new experiences
- obeys, if you insist
- wants close relationship with parent

6 1/2

- Brief transitional period to 7

5*

- "He's almost too good!"
- likes to do things for adults
- reliable, stable, well adjusted

4

- Out of bounds
- Very active, motorly, verbally, and imagination-wise

3

- Conforms
- shares, cooperates
- people important
- entertains self
- loves new, different, big, surprise

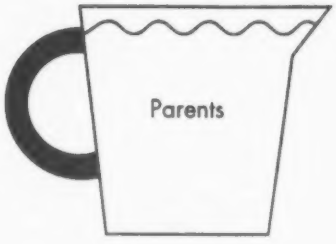
2 yr.

- Runs, climbs, talks more easily
- less frustration
- good nature, more loving
- responsive

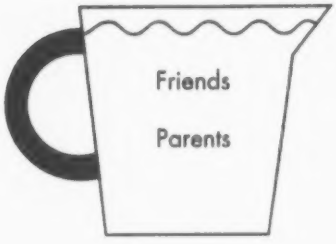
* ages of good equilibrium ** peak ages at odds with self, environment

Everyone Needs To Belong – To Be Loved

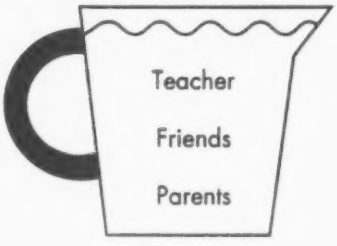
INFANCY



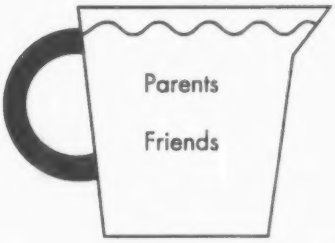
PRESCHOOL

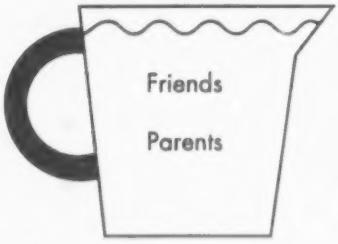


SCHOOL AGE



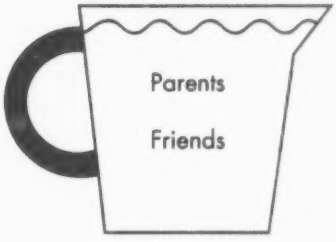
PRE-TEENS (EARLY TEEN / PRE-ADOLESCENCE)





Depends On The Day

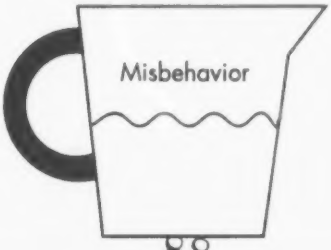
TEEN YEARS



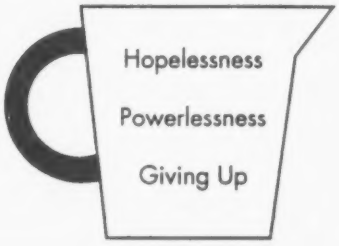
ADULT

WHEN THE CUP IS FULL

WHEN THE CUP IS HALF FULL



WHEN THE CUP IS EMPTY



Plain Talk About Adolescence – Resource Handout

(National Insititute of Mental Health, Division of Scientific and Public Information)

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
Public Health Service • Alcohol, Drug Abuse, and Mental Health Administration
5600 Fishers Lane, Rockville, Maryland 20857

*Also available from the Consumer Information Center, Pueblo, Colorado 81009: An Adolescent in Your Home, 105J. $1.00. 27 pp. 1978, on physical and emotional needs and problems of adolescents; areas of conflict; and ways to promote understanding. The section "How Parents Can Help Keep Communications Open" was adapted from Public Affairs Pamphlet No. 438, "Parent-Teenager Communication: Bridging the Generation Gap," available for $.50 from the Public Affairs Committee, Inc., 381 Park Avenue South, New York, NY 10016.

In the United States, adults generally view adolescence as a period of friction, change, and problems. Many teenagers would agree. For most boys and girls, adolescence starts between the ages of 10 and 14 and continues to between 19 and 21.

For the teenager, it is a time of concern about acne, weight problems, menstruation, late development, early development, sexual arousal, school pressures, boredom, parental hassles, peer pressures, and money problems.

It is a time of confused feelings, particularly in relationships with parents. Teenagers fight for independence yet fear too much freedom; they resent overprotection but need and want parental attention.

For parents, it is a challenge to keep a balanced perspective on their teenager's emotional roller coaster ride. As their children bounce back and forth between childhood and adulthood, alternating irresponsibility with responsibility, blatantly testing parental authority one moment and depending on it the next, parents often do now know what to expect. They must maintain needed discipline, yet they understand their teenager's growing need for independent action, even for rebellion.

It's easy to understand why many parents and adolescents find this such a difficult period to "survive." But, once it is over, even the most rebellious child often becomes appreciative, affectionate, and devoted. With maturity comes the realization that much of their parents' behavior, once so irritating, was motivated by feelings of love for them. Also, having children of their own brings understanding of the pressures their parents faced.

Parents should also be aware of their own imperfections. At times, lack of knowledge, poor advice, community pressures, or their own stresses can cause them to overreact to teenage behaviors. To avoid making the same mistakes as their parents, or to make up for what they missed in their childhood, parents sometimes make mistakes themselves.

Adolescence is a trying period, but it is also an exciting one. If parents and teenagers keep tuned in to each other, this period may seem less trying and more fun to everyone.

How Parents Can Help Keep Communications Open *

When asked about their problems with parents, teenagers most often cite "not being listened to." Really listening is not always easy. Nor is communicating. Some of the following suggestions may help.

Give your undivided attention when your teenager wants to talk to you. Don't read, watch TV, fall asleep, or make yourself busy with other tasks.

Try to listen calmly, even though there may be a difference of opinion. Concentrate on hearing and understanding your teenager's point of view. Don't start preaching when a give-and-take discussion is wanted.

Develop a courteous tone of voice in communication. Respect brings respect – even in the way we speak. If we talk to our offspring as we talk to other people, our own youngsters might be more likely to seek us out as confidants. Gruffness or abruptness can arouse hostility, whereas a pleasant tone of voice can pay great dividends in improved relationships.

Avoid making judgments. Anyone avoids confiding in someone who is critical of his or her behavior. It is not necessary to approve all of your teenager's behavior, but it is important to understand the feelings involved. Putting yourself in another's place is not easy, particularly as attitudes, pressures, and choices change. It is a challenge for a parent to be firm enough about important values while being flexible enough to bend with changing times.

Keep the door open on any subject. Too often teenagers avoid discussing things that may make their parents feel uncomfortable. Belittling, humiliating, and laughing at youngsters can cause deep wounds and short circuit the lines of communication. Teenagers often pay a very high price for not having the right information about many subjects, including sex.

Permit expression of ideas and feelings. Many young people have their own ideas about morality, marriage, work, education, time, money and whatever else is a part of our way of life. Just because their views and philosophies are different from yours does not mean that they feel certain about them. Often young people "test' their ideas in conversation. To communicate, you must be willing to listen first and acknowledge their opinions, even if you are alarmed by them. Then give your viewpoints as plainly and honestly as you can, recognizing that love and mutual respect can exist, even when points of view are different.

Encourage positive self-worth. Help your youngster build confidence by encouraging (but not forcing) participation in sports, music, art, dance or any other hobby or interest.

Be aware of how you treat other children in the family. Do you show favoritism? This could make a child feel rejected, unloved and jealous. Try to be fair and consistent. It will pay off.

Make an effort to say nice things. Too often parents tend to focus on poor performance and behavior. Every human being needs acceptance and appreciation.

Hold family conferences. Most teenagers feel they have little or no voice in family affairs. Family gatherings offer an excellent opportunity for children to participate in decisionmaking and work things out together.

How Teenagers Can Help

What responsibilities does a teenager have in trying to bridge the generation gap? The following code of communication was formulated with the assistance of both young people and adults:

"The first barrier to communication which I must cast aside is the attitude of ignoring anybody over 30-years-old. If I expect my parents to tune into me, then I must be willing to talk to them."

"Our generation wants *understanding* from our elders. In turn, it is only fair that we try to understand them – they have needs and feelings and reasons for their decisions."

"I will listen to my parents with an open mind and look at the situation from their point of view. That's the way I would expect them to treat me."

"I will share more of my feelings with my parents. They may have experienced some

of the same problems. I need to give them a chance to help me."

"I want my parents to express trust and confidence in me, to grant me more freedom and responsibility as I mature. It is necessary, then, that I live up to their confidence. What I do reflects on them, and they are held accountable for my actions and behavior."

"Exercising the right to criticize my family, school, or government includes the responsibility to suggest how practical improvements can be made."

"To promote better communication in the family, I will practice courtesy and consideration for others. I will let my parents know I care about them. They are affected by pressures and problems of everyday living just as I am. I will try to cheer them up when they need a lift."

Some Extra Tips to Parents

In addition to improving communication, there are actions parents can take to help their adolescent through the teenage years. The old saw, "actions speak louder than words," is particularly appropriate where parental influence on children is concerned.

1. *Try to set a good example.* Children learn by what they see. Too often people say one thing and do another. "Do as I say and not as I do" will not carry much weight. Eventually children will ask such questions as, "What's wrong with smoking pot when my parents get stoned on alcohol?"
2. *Supervise and guide.* Although teenagers are capable of handling certain privileges and responsibilities, they still need help in setting limits on their freedom and behavior. Deciding with the teenager what these limits and policies are usually elicits more reasonable attitudes. Moderate and selective guidance is one of the best ways to prevent a breakdown of communication.
3. *Communicate, in words and actions, what you expect of your children.* Although teenagers may appreciate a share in some decisionmaking, they do not want parents to give up authority or to be wishy-washy. Parents who appear confused about firmness and discipline, who are inconsistent, or who disagree between themselves can be perceived as weak and divided. Teenagers need the security of knowing where parents stand and what parents expect of them.
4. *Respect the adolescent's desire for individuality and independence.* Parents do, and should, attempt to influence their children, but this is quite different from trying to force them into preconceived molds to fit parents' desires. Parents can accept and respect their teenagers as individuals without accepting all their ideas. The reverse is also true; teens can maintain respect for parents while rejecting some of their beliefs. One expert in family problems suggests that parents assume the role of watchful bystanders, ready to come forward when help is needed.
5. *Take an interest in your children's activities and friends.* This helps to reduce the distance between the generations, since it demonstrates your acceptance of their world. Give the youngsters time to be with their friends

and make their friends welcome when they come to visit. Taking an interest in your children's activities and friends does not mean taking on the role of friend or invading your child's privacy. Teenagers need separateness and privacy just as parents do.

6. *Try not to overreact.* Many parents brace themselves for the onslaught of adolescence, convinced that it is bound to be a long, hard struggle. Consequently, they are quick to overreact the first time their teenager steps out of line. They punish severely, withdraw trust, and lose confidence in the youngster, thus severing the lines of communication. It is only natural for adolescents to test their parents' authority while trying to assert themselves. At the same time, they are trying out their own competence. Parents must let their children make mistakes – and at the same time be ready to help when help is needed.

It is not realistic to expect complete harmony between the generations. Nor is it pleasant to live through a period of bickering and strain, no matter how temporary. When both parents and teenagers make efforts to communicate and respect each other, adolescence can be an exciting period of discovery for all concerned.

WORKSHOP 5

Encouraging Responsible Behavior

Background

The information in Workshop 4 should help parents and other caregivers reduce common discipline problems. It is impossible, however, to meet all the needs of every child at all times. There will still be times when children will misbehave. Sometimes the adult may need to exercise some flexibility and understanding relative to the misbehavior. At other times, however, children should be expected to make an effort to behave well even when things are not going their way.

Reasons for misbehavior, other than those stated in Workshop 4, are varied. Children test limits in an effort to master their environments. They sometimes take risks in order to satisfy their curiosity. They express fear, sadness, excitement, frustration, and many other emotions through a mix of behaviors. Adolescents will fight their way to freedom if not allowed independence through respectful parent/adolescent interaction. Deprivation of basic needs, high frequency of personal losses, and discomfort due to basic medical problems are even more reasons for the misbehavior of the child living in poverty.

Methods of expression vary. Children and adolescents will break rules, chronically complain, or strike out at others verbally or physically. They will fight with siblings, refuse to accept household responsibilities, and try out a few four-letter words. Adolescents may become violent in order to get control. They may run away or become pregnant to get away from an impossible school or home situation. With few limits, children will continue to misbehave. With too many limits, children will not have the freedom or the ability to work out their own problems and will eventually rebel.

Teaching Children Self-Discipline

Setting appropriate limits when children misbehave is difficult. Fearful of losing their children, poor parents in crisis do not want to ask for help from professionals. Parents with limited income cannot easily give or take away a treat to entice a child to behave more appropriately. They find themselves saying no to simple requests that involve money; requests other children take for granted. These parents struggle with the guilt of not having enough resources to deal with basic needs, while their children wonder why they cannot have small luxuries. The time and energy required just to meet their families' needs leaves parents with little strength to teach their children self-discipline.

Lack of discipline, however, leaves the child unprepared for a future of self-sufficiency. A child who frequently uses temper tantrums to manipulate his/her parent may become an adult who tells off his/her boss. A child who is not given responsibility for chores at home may be unable to attend to school tasks or perform work assignments efficiently in the future. Children and adolescents need a positive parent/child relationship and encouragement to act responsibly. With consistent, fair limits they will develop the ability to set personal limits that will help them work well with peers in their childhood and in adulthood as well.

Teaching Children To Make Decisions

Part of encouraging a sense of self-control in children is setting reasonable and consistent limits. Another important part is teaching children to make decisions. Too much parental control creates adults who rely on others to make decisions or who make poor decisions resulting in chronic failure. A total lack of guidelines is equally disabling; it leaves young adults

with no sense of structure or limits relative to achieving long-term goals. Finding the middle ground, guiding children without controlling them, is difficult but immeasurably important.

When considering decision-making skills, caregivers need to show respect for children by giving them opportunities to solve their own problems and letting them learn from their mistakes. This skill is difficult, especially when the learning environment is dangerous and chaotic.

By helping parents to improve their parent/child relationships, sharing information about the needs of children at various ages, and offering skills that discourage a punishment and empower children to take responsibility for their actions, Master Teachers can pass along the skills to raise self-sufficient children. Because the program focuses on building a community of support, parents who choose to use the Master Teacher's help will find others in their community to lean on as changes in their parenting style create a more independent thinker and behaviors they may not have seen in their own family background.

Workshop 5: Encouraging Responsible Behavior

Goal:
To clarify the role of the caregiver as a teacher who uses information and skills to foster self-discipline in children and adolescents.

Objectives:

- To provide a clearer understanding of discipline and its value in teaching children to take control of their lives;
- To focus on the role of the caregiver as a child's most important teacher;
- To provide strategies for parents to use when dealing with difficult problems;
- To address: a) what causes abuse and neglect; b) how to identify abuse or neglect; c) what to do if a child is at risk; d) how the Master Teacher in Family Life program can lessen the frequency of abuse and neglect for children at risk.

Materials Needed:
Newsprint, magic markers, refreshments; handouts: discipline techniques, descriptors of abuse and neglect, reporting summary.

Exercise 1: Mini-Lecture and Group Discussion

Viktor Gecas, in his research article titled, "The Influence of Social Class on Socialization," describes the parental authoritarianism of adults of lower socio-economic status as having "greater rigidity, formality, inflexibility, greater reliance on physical punishment and less open affection and support." This style focuses on external control. The more controlling the parent, the fewer opportunities the child has to make decisions and learn from consequences of his/her actions. The child has difficulty internalizing a sense of self-control.

On the other hand, in a chaotic environment, moderate control may become very difficult due to a child's lack of cooperation; a parent might give up. He/she may become the permissive parent, letting the child take over the family environment, making arbitrary choices with no limits. This leaves the child with no guidelines for self-discipline and often leads to trouble both at home and in the community. Again, the child has developed no sense of self-control.

Parents need to find a middle ground. They need to be teachers, not bosses and not best friends. They need to provide enough space and skills so their children can solve their own problems. They also need to provide a structure of limitations. This exercise provides some guidelines for encouraging Master Teachers to understand the caregiver's role as that of teacher, not a punisher or a controller.

Activity 1:

1. Draw the "discipline continuum" below on newsprint.

   authoritarian (controlling) ——————— permissive

   Explain that parents interact with their children in many different ways, ranging from very controlling to extremely permissive. Give an exaggerated example of each extreme.

2. Discuss the traits of the controlling parent (e.g.,

ways the parent asserts authority, parent's philosophy, examples of controlling behavior). Discuss the strengths of this style; showing love by setting limits, keeping children safe, parenting the way they were raised, etc. We do not want to say this style is wrong; we will only be encouraging a less-controlling style in order to give more space for decision-making and learning from consequences. Brainstorm the pros and cons of a controlling parenting style. List on newsprint.

3. Discuss the traits of the permissive parent (e.g. parent's philosophy, examples of permissive behavior). Again, do not indicate that the permissive style is wrong. Discuss why a parent could feel like giving up, especially as he/she balances the needs of the family with the needs of one child. Brainstorm the pros and cons of the permissive parenting style. List on newsprint.

4. Encourage a discussion to get the group to accept a middle ground in setting limits. Explain that in this middle ground the parent is the most important *teacher* in the child's life. Write on the continuum "teacher" between controlling and permissive parent.

TEACHER

authoritarian ——————— permissive

Exercise 2: Discipline Mini-Lecture/ Group Discussion

Like most parents, most Master Teachers have relied on punishment to teach their children to behave. They need to know that this exercise is not to question their parenting style; it is to identify other new ideas that help children develop self-control and make parenting easier.

Activity 1:

1. Explain the role of the parent as the teacher via a discussion of the appropriate limit-setting techniques that teach inner self-control. Have trainees remember that parents must be tolerant of the fact that children are bound to make mistakes as they learn to deal with the world. Parents will aim to help children gain self-control, feel better about themselves, learn to make responsible decisions, and gain independence. As a teacher, the parent will not be effective by teaching a child to behave out of fear, by showing the child that adults must make all the decisions, or by giving up when a child seems too difficult to manage. Parents as teachers will encourage children to take charge of their own lives.

2. Talk about parenting methods you may want to discourage.

   Include: threats
   physical punishment
   extensive isolation
   shame
   chronic disapproval
   yelling
   extreme forms of deprivation

   You do not say all of these methods are wrong. You are only recommending more effective ways to set limits.

   A note about spanking:
   The issue of spanking has become very controversial in many of my workshops. Avoid getting caught up in the pros and cons of spanking. You might mention that the parent's state of mind when he/she spanks is key to discriminating between spanking as a limit-setting technique and spanking as abuse, or as a scare tactic. If the parent spanks to release his/her own frustration rather than to teach, he/she is abusing the child. (Though many of us do not believe in spanking, telling trainees that it is totally wrong may put them on the defensive; a very high percentage of parents do indeed spank their children.)

3. Talk about appropriate methods for setting limits.

   Encouragement: Consistently reinforce specific appropriate behavior you observe. "You picked up ALL your toys," "You colored the apple," or "You walked away from the fight. That took guts!" When minor misbehaviors seem to be attention getters, reinforce a good behavior and ignore the bad. (Remember that frequent encouragement fills up cups of self-esteem.)

   Natural or Logical Consequences: Allow children to accept the consequences of their actions. The first time a child spills milk, *teach him/her to clean it up.* Next time ask him/her to clean it up alone. Remember, it is not only what is said, but how it is said that teaches. If the parent screams, "Clean that up!" what might have been a "lesson" becomes a punishment because the child will be acting out of fear. Calmly asking the child to clean up the milk

takes self-control on the parent's part, but it is more likely to leave an impression in the long run.

Negotiating Rules: Talk about family rules and the consequences of breaking them. Make the consequences appropriate for the rules. Be sure both children and parents follow through on the rules and suffer the consequences when rules are broken. That's mutual respect!

Exploring Alternatives in Solving Problems: Encourage using the problem-solving strategies from previous trainings as a way to avoid repeated misbehaviors.

Activity 2:

Discuss limit-setting strategies in the following situations.

Example 1
Twelve-year-old Robert is consistently avoiding his 8:30 bedtime; sometimes stalling, sometimes refusing to go to bed, often getting up after he has settled down. Robert and his mom are arguing about this nightly. Robert complains that his bedtime is too early. The parent is upset with Robert because he refused to go by bedtime rules. There is a constant power struggle.

1. Talk about what the problem is. Different trainees will have different ideas according to how they see the problem. For this example I suggest you define the problem as: Robert is refusing to cooperate at bedtime because he is not tired at 8:30. He needs and wants a later bedtime. Mom wants to stick with her rules.
2. Ask the group what kind of limit setting technique they would use in order to get Robert to cooperate and go to bed at a reasonable time, minus the power struggle. Probably, through negotiation, Robert and mom could agree on a more appropriate time. Set the time and expect Robert to do his part in cooperating.
3. Talk about why negotiation may have been best for promoting good decision-making skills and enhancement of the parent/child relationship.

Example 2
Fifteen-year-old Thomas is struggling with algebra. By the second marking period, Thomas' father decides to go to talk about the problem with the algebra teacher. Thomas' father learns that Thomas is not doing his homework. This is bringing his mark below passing. Thomas' father is furious. As he drives home, he thinks about the lecture he will give Thomas.

1. Ask the group members to define the situation in need of limit-setting.
2. Ask one trainee to role-play Thomas. You pretend to be the father. Pretend that you are very angry. When you see Thomas, fly off the handle and let him know what a disappointment he has been. Lecture him about how he should be doing better and will not be playing any more sports until he shapes up. (By now you and Thomas should be in the midst of a power struggle.)
3. Stop the action. Discuss why this approach will not work.
4. Role play the problem situation again; this time first taking the time to get some composure (between the time Dad talked to the teacher and then talked to Thomas). Then talk about the problem with Thomas and negotiate a solution.

Example 3
Saturday mornings are cleaning time for the Olsen household. Whenever there are special plans on Saturday, the kids know they must spend their Friday evenings getting their room in order. On this particular Saturday morning, ten-year-old Elaine has been reading comic books. She has picked up a few things, but has spent far too much time with her nose in those books. At eleven o'clock the phone rings. It is Elaine's best friend asking her to go to the beach. Elaine begs her mom to let her go.

1. Role play this situation. Elaine should learn from logical consequences that she cannot go to the beach. She had a chance to clean her room. She knew the rules. Logically she lost the privilege. Elaine should be firmly but kindly told that she cannot go this time, but next time maybe the situation will work out better.
2. Discuss why it is important to follow through with logical consequences. Remind the group that, especially in this case, tone of voice can change a logical consequence into a punishment (e.g., You could yell, "See, Elaine, now you can't go because you didn't do what I told you do!").

Have the group break into pairs and use Worksheet 2 (or group members' own discipline challenges) as a basis for role playing. Have pairs find limit-setting solutions to their problems. After ten minutes, reunite the group. Choose two pairs to role play for the group. Discuss the limit-setting techniques they chose. How did they focus on the child's responsibility to develop self-discipline?

Exercise 3: Understanding Abuse and Neglect

The overwhelming feelings of powerlessness many parents feel after dealing with inadequate resources for extended periods of time may contribute to increased incidence of child abuse. Some adults in every socio-economic level abuse their children because they are psychologically dysfunctional. Others love their children very much; however, when feeling frustrated and helpless, they may resort to abuse out of desperation.

A better understanding of children's needs and of limit-setting techniques will help alleviate the tendency to punish children harshly under normal circumstances. Deciding whether punishment constitutes abuse is the job of an investigating social worker. Whether or not to report suspected child abuse is a very complicated issue. Sometimes parents are inappropriately accused; mistakes can be made by overworked or inexperienced social workers. At other times children's lives are saved or parents receive excellent support services. Unfortunately, we hear the horror stories most often. Social service agencies are not always looked upon as positive supports in the community.

Above all, the role of the Master Teacher Program is to create an environment that is less stressful. Building supports in the neighborhood will make the stressors related to poverty barriers seem less intense. Community will decrease the incidence of abuse due to isolation. The Master Teacher Program will give advice and support to parents to keep them from feeling helpless when their children misbehave and the family is in crisis.

In spite of the community building effort, there will still be child abuse and neglect. Master Teachers and social workers must keep in mind that no matter how difficult it may be to report a neighbor, a child's safety comes first. Teaching the most effective way to evaluate the situation, make the report, and deal with any subsequent retaliation will best prepare the trainee.

Because each state has its own guidelines regarding abuse and neglect, you should contact a local social service agency to get details about the resources available, the mandates concerning abuse and neglect, and the legal requirements regarding a Master Teacher's obligation to file a report. You should understand all aspects of the reporting procedure, whether the reporter's name remains confidential and what professionals are available should you or a Master Teacher need more information.

Note: Do not invite a social service worker to present at this training. Feelings about protective agencies are mixed. This training will be a time to process those feelings and understand how to protect children at risk.

Activity 1:

1. Define physical, emotional, and sexual abuse using the hand-out listed for this workshop. Briefly discuss this information as it relates to personal and community experiences of the group members.
2. Talk about why even "healthy" parents abuse and neglect their children (stress, learned parenting styles, a sense of helplessness in dealing with a difficult child, lack of resources to address basic needs). Though there are psychologically disturbed individuals who do not understand the damage they do to children they abuse, we will be talking about parents who love their children but are abusing or neglecting them for other reasons. We must consider both isolated incidents and patterns of abuse or neglect.
3. Hand out the listings of indicators of abuse and neglect. Go over each part and give some examples.
4. Hand out the worksheet describing the steps related to deciding when and how to report a child at risk of harm. Walk through each step of the worksheet using examples. Give time for questions.
5. Role-play the reporting procedure. Make sure trainees record the name of the intake worker (the person who listens to the report in the agency) so that any subsequent problems will be coordinated with this first report.

6. Discuss what happens when angry parents find out who reported them. Can the Master Teacher reason with them? Might there be retaliation? Talk about the long-term advantages of the safety of a child versus the short-term anger of parents. (Some parents are actually acting out as a cry for help.)
7. Talk about how the Master Teacher in Family Life Program can alleviate the incidence of child abuse in trainees' neighborhoods.

Exercise 4: Resource Handouts

Trainees need to understand how far they can go to help parents. Workshops 4 and 5 give trainees many tools for leading groups and many ideas to share with parents who ask for help. Hand out a list of agencies that respond to parent's needs.

Closing The Meeting

Explain that Workshops 4 and 5 end the skills-building phase of this program. Subsequent workshops will focus on putting the program into action and providing technical information to address difficult family life questions. Taking time to summarize the skills learned to this point will effectively terminate this phase of the training.

Activity
On newsprint, summarize the concepts of the first five workshops. Explain that the Master Teachers now have a good understanding of skills that can improve the quality of life in their communities. The next workshops will focus on implementation and technical knowledge. List the topics of Workshops 6 through 10.

Program Evaluation

Ask the group members to fill out an evaluation form. Remind them that the evaluation will help you be more effective. Ask meeting participants to leave the evaluations with you as they go.

Evaluation Questions

1. Why do children need limits?

2. What are some ways to teach children self control?

3. When deciding whether children are in trouble, what would you consider?

4. What is one thing you would change about this workshop?

5. What is one thing you liked about the workshop?

Child Development – When Should We Be Concerned?

For any of us to try to discover "what is normal" relative to individual children's behavior is probably unrealistic. Children – because of diverse temperaments, differing parental attitudes and values, a variety of environmental situations, diverse make-up, and varying developmental levels – can seem impossible to figure out at times.

Nevertheless, in many cases you may become concerned about unusual behavior. Listed below are some steps to take as a way to decide if you have a real problem on your hands.

1. Try to IDENTIFY SPECIFIC SIGNS of concern. List.

2. INTENSITY AND FREQUENTCY. Are the signs really obvious and out of the ordinary according to your experiences? – Or, are the signs subtle, and maybe indescribable – however clearly and regularly interfering with the child's cognitive, social, or emotional growth? Keep track of the frequency of the signs, and/or their intensity.

3. DOCUMENT FOR PATTERNS. This is needed in order to help you see a possible cause for the problem. It will help the parent to match similar behaviors at home. The professional or specialist can use your observations as a guide in finding a clinical cause for any possible problem.

4. SEEK ADVICE FROM PROFESSIONALS. Advice is free. Childhood specialists or social workers in agencies dealing with abuse and neglect should be more than willing to help.

5. BE CAREFUL WHEN TALKING ABOUT POSSIBLE PROBLEMS WITH A CHILD'S PARENTS. In most cases they will be grateful for information, however, in other cases (abuse, neglect, emotional issues) they may become very defensive, intensifying the problem.

Developed by Margaret Slinski

Discipline: Teaching Through Understanding – Resource Handout

Understanding children's needs and why children misbehave is the first step toward effective child management. Consider the following:

1. Children misbehave as a way to communicate the need for food, sleep or a change in activity (boredom).
2. Children misbehave when they are physically ill.
3. Children misbehave when they are frustrated due to inappropriate expectations. (too little or too much is expected of them)
4. Children misbehave when they feel unloved – or unlovable.
5. Children misbehave when confused due to a major change in their life – or a series of minor changes or inconsistencies.
6. Children misbehave when discouraged or put down.
7. Children misbehave when they bring learned inappropriate ways to deal with problems from their own home into the day care setting.

Lots of good feelings and good times can eliminate many of these misbehaviors. Consistent scheduling and appropriate planning will create an environment in which children feel comfortable and a sense of control.

Through consistent, fair, predictable limits children will become comfortable with themselves and their environment thus creating optimal conditions for growth while in your care.

Discipline can progress from an easy going "teaching" type of style to a more structured, firm limit setting approach depending on the specific situation and temperament of the child.

Step I.

For minor incidents of testing limits and forgetfulness on the part of the kids, caregivers could "teach" kids appropriate behavior through:

1. making sure the task is age appropriate.
2. reteaching the task to make sure the child understands.
3. making a game of it. "Let's pretend we're robots cleaning the family room!"
4. redirecting; explain what a child can do – rather than cannot.
5. giving a warning.
6. staying simple, correct in as few words as possible – kids get "parent deaf".

continued

7. using humor. "Your jacket's looking lonely out in the yard."
8. turning the problem in to a game.
9. writing a note.
10. *giving a choice.*
11. making a deal.
12. distracting from the problem.
13. counting (slowly).
14. giving in – admit you're wrong if you expected too much.
15. commenting on successes, ignoring failures.

Step II.

Easy going teaching techniques may not always work. When these forms of helpful interaction are not effective; when misbehaviors are becoming bad habits, promoting self control might be needed. Effective strategies may include:

1. Exploring alternatives – you and the child will a) define the problem; b) brainstorm for ways to solve the problem; c) choose an appropriate strategy; d) evaluate to see if the solution is working at a later date.

2. *Logical, natural consequences* such as:

    1. ask to hold an object until the child can control himself in order to use it appropriately.

    2. withdraw a privilege until a child has the self control to adhere to limits around the situation.

    3. expect a child to clean up before he is allowed to move on to another project.

    4. expect a child to clean up a spill . . . logically it is his responsibility.

Step III.

Some children may be more challenging to discipline, and temper tantrums and physical fighting may happen too frequently. Emotionally neglected, a child may be withdrawn, without a wll developed sense of right and wrong – or overactive. For these "difficult" children a

continued

sensitive caregiver may need to be firmer in establishing boundaries for safety reasons as well as developing some self control in the children. Consider the following guidelines:

1. It is normal to feel angry and frustrated with the withdrawn or overactive child. However, venting anger through yelling at the misbehaving child only increases the child's sense of confusion and fear. Get space away from the child if you cannot address the problem logically at this time.

2. Briefly hold a child to prevent destructive behavior. However, follow this by giving a child time and space to release tension appropriately under safer circumstances.

3. Brainstorm with the child ways for the impulsive child to act out frustrations appropriately.

4. Do not isolate misbehaving children for long periods of time. The withdrawn child will withdraw more under these circumstances. Overactive children may misbehave with even greater intensity as they react to what they may consider an unjust punishment.

5. If a child consistently uses inappropriate problem solving methods, i.e. fighting in order to get a favorite toy, react quickly and consistently in order to reteach the child an appropriate way to deal with this problem.

Remember, consistency and predictability is the key to helping children be comfortable and grow in your day care setting. Reflect on the child management style you are presently using. Is fear of punishment and the need to please you the incentive which "makes" your charges behave? Could your day care setting become more relaxed through implementing some of the strategies listed above? Consider employing discipline as a form of teaching. You may be surprised as you begin to feel more comfortable in your position as a professional parent.

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Indicators of Child Neglect

Lack of Supervision

Very young children left unattended.
Children left in the care of other children too young to protect them.
Children inadequately supervised for long periods of time or when engaged in danger ous activities.

Lack of Adequate Clothing and Good Hygiene

Children dressed inadequately for the weather.
Persistent skin disorders resulting from improper hygiene.
Children chronically dirty and unbathed.

Lack of Medical or Dental Care

Children whose needs for medical or dental care or medication and health aids are unmet.

Lack of Adequate Education

Children who are chronically absent from school.

Lack of Adequate Nutrition

Children lacking sufficient quantity or quality of food.
Children consistently complaining of hunger or rummaging for food.
Children suffering from severe developmental lags.

Lack of Adequate Shelter

Structurally unsafe housing or exposed wiring.
Inadequate heating.
Unsanitary housing conditions.

continued

In Identifying Neglect, Be Sensitive to:

Differing cultural expectations and values.
Differing child-rearing practices.
Issues of poverty vs. neglect. Neglect is not necessarily related to poverty; it reflects a breakdown in household management, a breakdown of concern for caretaking of the child.

Head Injuries:

Absence of hair and/or hemorrhaging beneath the scalp due to vigorous hair pulling.
Subdural hematomas - hemorrhaging beneath the outer covering of the brain (due to shaking or hitting).
Retinal hemorrhages or detachments (due to shaking).
Jaw and nasal fractures.
Loosened or missing teeth.

Internal injuries caused by blows to midline of abdomen:

Duodenal or jejunal hemotomas.
Rupture of the inferior vena cava.
Peritonitus - inflammation of the lining of the abdominal cavity.
Laceration of liver, spleen or pancreas.
Renal injury.
Rigid abdomen; tenderness in the abdomen.

Indicators of Sexual Abuse

Physical Indicators:

Difficulty in walking or sitting.
Torn, stained, or bloody underclothing.
Pain or itching in genital area.
Bruises or bleeding in external genitalia, vaginal or anal areas.
Venereal disease.
Pregnancy.

Behavioral Indicators:

Unwilling to change for gym or participate in physical education class.
Withdrawn, regressive or infantile.
Sophisticated or unusual sexual behavior or knowledge.
Poor peer relationships.
Delinquent, truant, runaway.
Reports sexual assault by caretaker.

Physical Indicators of Child Abuse For Medical Professionals

The following injuries and conditions are often seen in cases of abuse or neglect. These warning signals or indicators should be considered in light of explanations provided, medical history (especially if inconsistent), and the developmental abilities of the child to engage in activities that might have caused the injury.

Bruises and welts that may be indicators of physical abuse:

Bruises on any infant, especially facial bruises.
Bruises on the posterior side of a child's body.
Bruises in unusual patterns that might reflect the pattern of the instrument used, or human bite marks.
Clustered bruises indicating repeated contact with a hand or instrument.
Bruises in various stages of healing.

Burns:

Immersion burns indicating dunking in a hot liquid ("sock" or "glove" burns on the arms or legs or "doughnut" shaped burns of the buttocks and genitalia).
Cigarette burns.
Rope burns that indicate confinement.
Dry burns indicating that a child has been forced to sit upon a hot surface or has had a hot implement applied to the skin.

Lacerations and Abrasions:

Lacerations of the lip, eye or any portion of an infant's face.
Any laceration or abrasion to external genitalia.

Skeletal injuries:

- Rib fractures.
- Fracture of the mandible, sternum or scapulae.
- Skull trauma.
- Spinal shaft fracture or spinal trauma.
- Recurrent injury to same site.
- Injuries caused by twisting or pulling:
  - Metaphyseal or corner fractures of long bones;
  - Epiphyseal separation;
  - Periosteal elevation;
  - Spiral fractures.

WORKSHOP 6

Program Planning in the Community

Background

Many of the trainees have been helping their friends, neighbors, and relatives for years. Now they can use their training information and resource notebooks to be more effective. Their information sharing and mentoring will be invaluable for preventing crisis and in supporting long-term change. Some trainees may be interested in group building, networking, and community development. They will develop youth group activities, support groups for adults, and community enrichment programs. Since isolation is a major problem in poverty situations, activities that join neighbors with one another and with mainstream society should be enthusiastically encouraged and supported.

Goals must be realistic, given the limitations on money, transportation, and community support. A lack of resources and/or proper organization will lead to failure, and the program will be seen as just another project that did not make it in the community. Overzealous Master Teachers sometimes seem threatening to those in the community who do not see a need for change. Adversity or more subtle barriers discourage enthusiastic teachers and set back, even destroy their community-building efforts. Knowing when to ask for help can keep Master Teachers from becoming discouraged, burning themselves out, and even creating more problems for their clients.

Trainees need to know that you will skillfully support all appropriate individual, group, and community-building activities. They need to know that specialists and hotlines are available for crises. They should be connected with decision-makers who will support improvement in their communities. With the knowledge and skills learned in their training sessions, and with your support and that of other specialists and local decision-makers, Master Teachers will make significant long-term changes in their communities.

Workshop 6: Program Planning in the Community

Goal:
To prepare the trainees to use their new skills to strengthen their communities and build support for long-term change.

Objectives:

- To teach trainees to discriminate between problems they can address and problems that may need special expertise;
- To re-emphasize the advantages of obtaining information from "experts";
- To explain the roles and responsibilities of your agency, other specialists, and area decision-makers in supporting Master Teachers' activities;
- To identify various directions Master Teachers might want to take as they set goals to strengthen their communities;
- To plan for a graduation (Workshop 10) that satisfies the expectations of the group.

Materials Needed:
Newsprint, magic markers, Whose Problem Is It? worksheet, newsprint listing items A-H in Exercise 1, refreshments, resource sheet handouts.

Exercise 1: Problem Ownership

We have discussed the types of family and community situations families in poverty experience. This exercise will help trainees decide what problems they can address immediately, what problems may take

time and patience, and which problems need clinical intervention.

As networking, group building, and community development activities evolve in their neighborhoods, Master Teachers' interventions will become more effective. When neighborhood residents come to know of the program's success, they will begin looking to Master Teachers for leadership and assistance.

Activity 1:

1. Read problem 1 on the worksheet "Whose Problem Is It?" Open a discussion about how a parent might respond to this problem. How would a Master Teacher respond? (*Note:* The discussion will range from trainees feeling there is nothing they should do, to setting firm limits as a friend of the family, to wanting to begin a mentoring relationship with the teen. Each approach is valid according to the way the trainee has perceived the problem from personal experience.) Everyone will perceive the problem differently. As long as the focus is on helping the teen take responsibility and enhancing her ability to avoid the situation, any response should be appropriate.
2. Hand out the problem worksheet. Discuss each situation with the group. Conclude the exercise by reviewing the newsprint listing the following points:
   A. Since we all perceive problems differently, it is important to clarify and decide who "owns" the problem before considering a specific solution.
   B. Not every person in crisis is ready to be helped. Some individuals are so enmeshed in their family situation that without professional intervention, they will only grow to a certain point and then retreat into the familiar ground of the family life. Others may be ready but will be influenced by a controlling friend or family member who does not want him/her to progress. Master Teachers should continue to be available or refer such clients to good clinicians. Some individuals will not admit that they have a problem.

      Again, staying in contact, building self-esteem through encouraging words and actions, and being ready with accurate information when asked is the best intervention.
   C. In serious situations, Master Teachers should ask you for help in clarifying problems and pinpointing effective strategies. Once they have become familiar with professionals in their communities, the Master Teachers will have their own community support systems.
   D. Remind trainees that you will be available to help design and support consistent and well-organized programming. You will work with Master Teachers to be sure every resource needed for a successful program is available.
   E. Master Teachers should be prepared for criticism from community members. Some people may feel threatened; others might resent the intervention. Discuss ways to address these issues.
   F. Confidentiality is very important. A lack of it will destroy credibility. Should a situation need to be discussed, sharing it with you might be a logical first step.
   G. A mentoring relationship between a Master Teacher and a child should not be a threat to the child's parents. It is important for the child to be able to share in confidence with the Master Teacher, but it is also important that the parent/child relationship not be damaged. Parents may want to know the boundaries of the child/teacher relationship.
   H. In many cases, the Master Teachers' most important role will be that of a good listener. Reinforce this frequently.

Exercise 2: Choosing Community Activities

Because the specific issues in each community are unique, the activities set up for them will differ. There may be individual, group, and/or community interventions. Available resources will affect the programs, too. This exercise will help trainees assess their communities' needs and identify resources they might seek in order to meet those needs.

Activity 1:

1. List on newsprint some of the issues that affect the community, as identified by the steering committee and in the group sessions.

2. Explain that Master Teachers will receive ongoing support for the activities they set up through monthly meetings and one-to-one contacts with you. Encourage them to rely partly on these but also to nurture relationships with the "experts" who will be participating in the subsequent workshops in order to build their own support systems.
3. Explain that while they focus on family life problems, their activities, both individual and group, will also be addressing issuesof isolation. Media coverage will portray, for mainstream society, the realities of living in poverty. It will be important for the general public to understand the fact that the poor have the same goals for themselves and their children as those in other socioeconomic groups. Unfortunately, those in poverty have less resources, including power, to achieve those goals.
4. On newsprint, list some examples of programs that have worked in other neighborhoods. See Chapter V. Remind trainees that setting up programs is very challenging, but with support and encouragement, most result in community improvement.
5. List on newsprint activities the Master Teachers think they might want to try.

   Ideas might include:

   A. Presenting neighborhood workshops offering specialized information about topics affecting the neighborhood;

   B. New youth group activities that would work in their neighborhoods or modifications of programming currently being offered to children and adolescents;

   C. Enrichment activities related to the arts and employability; bringing in artists, role models representing a variety of career choices.
6. If a trainee has chosen a specific activity to pursue, use that activity to explain specifically:

   A. Your role as the support person;

   B. The role of others in presenting the activity;

   C. The process for beginning the project.
7. Tell the trainees you will meet with each individual during the next weeks to support them in individual work and help with any other activities they decide to do.

Exercise 3: Graduation Plans

Tell the group that Workshop 10 will be their graduation. It will be a time to celebrate their hard work during the training and their readiness to move on into the community. Ask the group:

1. Who would they like to have at the graduation? There will be mixed feelings about inviting decision-makers, agency personnel, and other authority figures. Discussing this issue is important. The graduation is for the Master Teachers; it is not a public performance.
2. Where and when should the graduation be held?
3. What kind of refreshments should be served?
4. What format would they like? What speakers? Would one of them like to be master of ceremonies? Plan the ceremony together.

This is also a good time to discuss a post-graduation format.

Closing the Meeting

Briefly review the list of guest speakers for the remaining workshops. Tell them to come to the next week's class with challenging questions for the speaker. Hand out any resource listings appropriate to this workshop.

Program Evaluation

Ask the group members to fill out an evaluation form. Remind them that the evaluation will help you be more effective. Ask meeting participants to leave the evaluations with you as they go.

Evaluation Questions

1. Describe briefly a problem you feel would be too much for you to handle.

2. What would you do if a teen told you he was considering suicide?

3. What would you most like to do as a follow-up to this training?

4. What is one thing you would change about this workshop?

5. What did you like best about this workshop?

WHOSE PROBLEM IS IT??

1. Angie is a fifteen-year-old girl who has been staying out late at night with a boy who rumor has it fathered a baby of your neighbor. Angie knows you and stops by to talk to you about a school problem. How do you help her?

2. Mary is a teen mom who needs support in parenting. Because her first need is related to proper nutrition, you suggest she contact WIC. Mary tells you WIC is not helping her.

3. James is a twelve-year-old boy hanging around the development complaining of nothing to do. He has lately become involved with a group of teens known to use drugs. Because he is the son of your friend, he often talks to you about his problem.

4. Twenty-five-year-old Rose has three children and a live-in boyfriend. You have been helping Rose with parenting problems. Rose confides in you that her boyfriend is beating her.

5. Eighteen-year-old Ellen seems very angry with her two-year-old son, Amad. She especially becomes hostile when you play with her son. Lately Ellen has stopped coming to visit.

6. Elaine complains constantly that her social worker is harassing her. Though she says she keeps her kids clean, she says the social worker criticizes her unfairly. You know the kids are not well cared for.

7. You have been babysitting for two-year-old James. His mother keeps arriving later and later to pick up the child.

8. As a member of Guiding Hands you have decided to organize a meeting to help young parents budget. You hear a neighbor talk about your budgeting skills as being poor.

9. You are working with a group teaching kids to cook. The leader of the organization does not give you enough material to do your project.

10. You have organized a group of ten young parents to work on parenting problems. At your second meeting only two parents show up.

WORKSHOP 7

Health Issues

This is the first of three workshops where invited guests with specific technical knowledge will be the main workshop presenters. Health educators familiar with issues that affect the targeted community will be most effective in answering the difficult questions that arise during these sessions. It is important that the guests respect the role of the Master Teacher as a helper who can respond to health issues in the neighborhood.

Background

Current statistics cite those in poverty as most at risk of health problems. Young children often suffer lead poisoning. Dangerous environments place children of any age at risk of injury. Lack of adequate nutrition and preventative health care cause ongoing bouts with illness and disease. Recent statistics cite an increase of infant mortality, sexually transmitted disease, and AIDS, especially in the ranks of today's teens.

Because, nationally, problems related to sexual activity are currently the greatest concern, a health specialist who is knowledgeable relative to sexually transmitted disease, family planning, AIDS, and pre- and post-natal pregnancy would be an important initial trainer to answer health related questions. Monthly trainings subsequent to this initial series and other health issues can be addressed.

Teens are confused about sexuality issues. Adults are confused about how to talk about sex. AIDS has become a frightening topic of discussion. Teen pregnancies are on the increase for "children" ages 14 and under. Date rape and confused expectations related to sexual relationships are difficult topics for men and women of all cultural orientations. Though educational flyers and programs are available, many who are most at risk of problems related to sexual issues do not benefit from their message. Many cannot even read the flyers. Many feel it will not happen to them. Many are "program deaf," not ready to listen to any intervening outside agency.

Master Teachers aware of special health knowledge can informally share information with those who trust them. They can discourage irresponsible sexual activity as a caring friend, rather than a policing agency through helping youth understand appropriate heterosexual relationships. They can enforce the fact that sexual disease *can happen* to anyone who is not careful. They can discourage premature sexual activity through ending some of the myths that "all teens are doing it." They can prevent teen pregnancies through offering neighborhood parents and teens, when appropriate, information relative to pregnancy prevention.

A forum for discussion of this topic will give Master Teachers information and confidence needed when approaching others to discuss issues of sexuality.

Workshop 7: Health Issues

Goal:
To prepare trainees to effectively share health information with their friends, neighbors and relatives through offering accurate information about relevant health issues and resources available in the community.

Objectives:

- To share with trainees, via a trained professional, technical information relative to health problems that affect the targeted community;
- To connect the trainees with outside health professionals and agencies that specialize in programming related to sexuality;
- To provide a forum for problem-solving.

Materials Needed:

Refreshments, newsprint listing the topics to be addressed during the evening, handouts and flyers that describe the programs of quality health agencies in the community, materials that might be requested by the invited guest.

Exercise 1: Setting the Agenda

Because the health needs of the targeted community are many and workshop time is limited, parameters should be set around the issues to be discussed. The steering committee should have already identified the key health problems in the neighborhood. These issues should be listed on newsprint. Explain that these topics will be explored this evening. Other topics will be explored in the future.

1. Using the newsprint listing, review the issues to be discussed. Explain that in the future other topics will be explored. Encourage the group to ask questions.
2. Introduce the guest speaker, describe his/her background, and explain why you feel this person is especially appropriate to the audience.
3. Have each trainee introduce him/herself. Ask the trainees to briefly mention any issue specific to the agenda that they would like to hear about.
4. Either hand the meeting over to the guest or begin the information sharing part of the workshop. The first 45 minutes should focus on information sharing. The last part of the workshop should leave plenty of time for sharing the problem solving.

Exercise 2: Identifying Outside Resources

Ask the guest presenter to comment on specific resources he/she views as especially effective in addressing health issues. Seek recommendations of resource people who would be willing to answer the trainees' questions should a health problem arise needing technical information. Handouts listing specific support agencies should be available.

Closing the Meeting:

1. Remind the group that the next topic to be explored will be the role of helping agencies.
2. Give examples of agency helpers (e.g., social workers, clinical social workers, welfare workers).
3. Define the role of a clinical social worker and give a general background of the next guest who will address the group.
4. Encourage the group to be on time so there will be plenty of time to explore the issue.

Program Evaluation:

Ask the group members to fill out an evaluation form. Remind them that the evaluation will help you be more effective. Ask meeting participants to leave the evaluations with you as they go.

Evaluation Questions

1. Which health information shared this evening will be most important to you as you help others?

2. What is one thing you can do to address health issues in your neighborhood?

3. What is one health topic you would like to hear more information about?

4. What is one thing you would change about this workshop?

5. What is one thing that made this workshop worthwhile?

WORKSHOP 8

Understanding the Helping Role

The most effective professional to address this subject would be a clinical social worker, either self-employed or from a quality community agency. He/she has the best skills to manage groups, especially if some hostility surfaces. He/she is not the punitive protective worker or the welfare case worker who controls resources for basic needs. He/she is not the medical person who is often perceived as unable to understand the needs of the poor. He/she should understand and respect the roles of others in the professional helping community. With understanding and respect for the fact that families in poverty can easily become victims in a very confusing system, this professional will be a valuable resource for the trainees.

Background

Social programs serving families in long-term poverty receive positive and negative reviews from their clients. At times, families living in poverty have been deluged by service providers trying to "help" but creating more chaos or problems. The barriers of poverty have often made the professional's helping role ineffective. The provider's advice may have even added new stresses to the life of the client, increasing feelings of discouragement. Parents have heard about children taken away from neighbors or relatives. Residents have heard of individuals going to therapy and then dropping out because they thought the therapist was ineffective. The service provider is not always at fault; sometimes the circumstances were not accurately reported as the story got back to the neighborhood. At other times, however, an overworked or inexperienced provider who did not understand the issue at hand may have made a mistake. Confused families often avoid seeking professionals, concerned that their services may do more harm than good.

Many educators and consumers do not understand the different roles of service providers including protective social workers, clinical social workers, psychologists, welfare case managers, and other helping professionals. With the confusion has come disappointment and hostility as those who become involved in families do not appear to be doing the job expected of them. In some cases, the providers are doing what is expected by the agency, but this may be seen as unfair by the family involved. There are times the provider cannot accomplish his/her task because of the chaos at hand (either in the home or in the bureaucratic system). At other times, the family at risk simply does not cooperate and problems escalate. In some cases it seems that providers do not have enough background or knowledge to implement an effective intervention. Understanding the role of each type of helper and what is fair to expect of him/her may clear up some misconceptions. A clearer understanding of roles and chain of command when there is a problem will also be helpful should problems arise during a crisis situation.

Trainees need to understand where their helping role stops and when professional intervention is needed. If trainees take on problems that require clinical intervention, they will soon burn out. Worse still, if they do not refer to professionals, a person-at-risk could hurt him/herself or others without proper intervention. Knowing when to encourage professional intervention and awareness of the best available services is important. With a clear understanding of their helping role, Master Teachers will enjoy the community involvement more fully.

Workshop 8: Understanding the Helping Role

Goal:
To help trainees understand the roles of professional helpers in the community. To encourage effective use of professional expertise when it is needed to address difficult community problems.

Objectives:

- To promote an understanding of the roles of professional helpers within the community;
- To promote a clear understanding of the role of the trained volunteer helper versus the role of the professional clinical helper when working with a family in crisis.
- To provide a forum for discussion of problems, real or perceived, for which both positive and negative intervention outcomes have been reported in the targeted community.
- To provide information about quality helping agency services available in the area.

Materials Needed:
Refreshments, handouts from area agencies, newsprint listing the four topics for discussion as identified in the objectives, other materials as requested by guest speaker.

Exercise 1: Setting the Agenda

Issues related to the helping professions can be plentiful and, for some trainees, painful. By introducing a specific issue to be discussed this workshop will continue to be an educational training, rather than a counseling session to address specific personal agendas.

1. Post a newsprint list of the items to be addressed at the meeting. Encourage the group to keep these topics in mind throughout the discussion.
2. Introduce the guest speaker. Explain his/her role as a clinical social worker in the community. Include reasons why you felt this particular guest would be effective in addressing items on the agenda.

Exercise 2: Guest Speaker Presentation

1. Ask the guest speaker to identify specific resources he/she views as especially effective in addressing families in need of support. Ask the group to suggest helpers they view as effective.
2. Encourage the group to pick up handouts available on a resource table to put in their notebooks.

Closing the Meeting

Remind the group that the next meeting will focus on substance abuse. Give a brief summary of the credentials of the next speaker and encourage the group to be on time so the topic can be covered fully.

Program Evaluation

Ask the group members to fill out an evaluation form. Remind them that the evaluation will help you be more effective. Ask meeting participants to leave the evaluations with you as they go.

Evaluation Questions

1. Which type of helping professional would you look for if a teen is considering suicide?

2. What is one new piece of information you learned this evening?

3. What would you like to know more about?

4. What is one thing you would change about this workshop?

5. What is one thing you liked about this workshop?

WORKSHOP 9

Understanding Substance Abuse

This training should be presented by a helping person who knows the realities of local substance abuse issues and can offer timely, effective resources for intervention. An authority figure such as a policeman may not be appropriate, since trainees will sometimes have mixed feelings about police officers in their neighborhood. Again, it is important that the guest respect the role of the Master Teacher as a helper who can make a difference in preventing substance abuse.

Background

Depressed individuals living in long-term poverty are exactly what drug dealers are looking for to keep business going. Discouraged youth, looking for someone who needs them and a place to belong are an easy touch for seduction into the drug trade. The spiritually depressed of any socioeconomic level make great drug customers. Families who have dealt with chronic feelings of oppression associated with isolated environments and barriers to obtaining resources for basic needs are especially vulnerable to the need to escape the realities of life; alcohol and drugs address that need.

Parents struggle daily, trying to keep their kids from joining the drug trade. With few other opportunities in isolated neighborhoods in the inner city and rural areas, it's difficult to find ongoing positive activities to keep teens from trouble. Parents warn, threaten, and beg their kids to stay away from drugs. The discouragement of living in poverty and the seduction of the drug bosses, unfortunately, overpower the best intentions of parents.

Poor kids who want the "right" clothes are great potential recruits for dealing drugs to middle-income customers who drive through poverty neighborhoods. The kids are especially vulnerable as they struggle through the difficult years of junior high school. They see no role models who are earning the kind of money that buys the "right" clothes or car needed to feel important. Many are already stereotyped as problems because of where they live. They want to "belong" somewhere; the most convenient group is the group of drug dealers down the street. Children start early, holding a "bag" for the older dealers. Many are enticed to drug use. They get hooked early, and are often forced to sell drugs in order to support their own habit.

Lots of poor teens are needed for the drug trade. When arrests are made, it's the teens and young adults who go to jail. As long as there is poverty, their bosses who live on site and outside the neighborhood will have little trouble recruiting more. Many recruiters have incredible interpersonal skills, pretending to be a friend, easily seducing the teens to make quick money through doing the dirty work of dealing drugs. When the teens get in trouble, they are abandoned by the bosses. Discouraged by the drug world's dishonesty and distrust, they find no true friends and turn to alcohol or drugs to help them through the day.

Nevertheless, the trainees in the Master Teacher program know that focusing on addressing drug issues through building community can work in most targeted communities. Teens who so desperately need honest, trusted mentors to problem-solve with will set goals toward self-sufficiency if given the chance. The "bosses" will move on as they find their potential dealers busy with more positive activities and groups. With connectedness residents will begin to feel hopeful looking for mutual support rather than drugs and alcohol to deal with difficult issues. Understanding the realities of local drug issues and ways to work on difficult problems will empower Master Teachers to find interventions that work as they build community in their neighborhood.

Workshop 9: Understanding Substance Abuse

Goal:
To provide a forum for discussing how substance abuse in the targeted neighborhood is affecting families, especially youth. To find ways to address difficult substance abuse issues in the neighborhood.

Objectives:

- To define substance abuse and its causes, and describe specific alcohol and drug use specific in the targeted neighborhood;
- To discuss how local substance abuse is affecting families in the neighborhood;
- To target ways to encourage youth and adults to move away from substance abuse;
- To identify the best local resources available to address individual and community drug issues.

Materials Needed:
Refreshments, newsprint listing the key issues to be discussed (as listed in the objectives above), flyers and brochures describing quality substance abuse interventions, materials as requested by the guest speaker, Final Training Evaluation Form.

Exercise 1: Setting the Agenda

1. Post the newsprint listing the items to be discussed. (Use the specific objectives to identify the issues.)
2. Encourage the group to stick to the agenda issues as listed on the newsprint. Later meetings will address other concerns.

Exercise 2: Guest Speaker Presentation

1. Introduce the speaker, explaining why this particular person is especially appropriate to address the issues listed.
2. Ask each group member to introduce him/herself. If any member has a specific concern he/she would like to see addressed, have them briefly mention the issue when introduced. Note that there will be time at the end of the meeting for questions.
3. Either hand the meeting over to the guest or begin the information sharing part of the workshop. The first 45 minutes should focus on information sharing. The last 45 minutes should leave plenty of time for sharing and problem solving.

Exercise 3: Identifying Outside Resources

1. Ask the guest presenter to comment on specific resources he/she views as especially effective. Seek recommendations of resource people who would be willing to answer the trainees' questions should a substance abuse problem arise needing more technical information.
2. Have a resource table set up for this training. Handouts listing specific intervention agencies including drug counseling agencies, detoxification centers, policing agencies with positive track records, high quality youth and media programming teaching about substance abuse issues, and contact persons for specific substance abuse issues are especially important. Encourage the trainees to take information from the resource table for their manuals at the closing of the meeting.

Closing the Meeting

Remind the group that the last meeting will be time to share and celebrate the moving on to the next phase of the Master Teacher in Family Life Program: the community development phase. Trainees are welcome to bring guests to the graduation (certification depending on the makeup of the group).

Program Evaluation

Ask the group members to take ten minutes to complete the evaluation that covers all nine workshops of the training period. Again, emphasize that the evaluation will help in the planning process.

1. Did you understand the material presented at the nine-week sessions? Answer a, b, c, or d to each session listed below.

   (a) Yes, the presentation was very clear.

   (b) I understood parts of it.

   (c) The presentation was not helpful.

   (d) I did not attend this session.

Session	Answer a,b,c, or d
Week 1 - Values	_____
2 - Listening	_____
3 - Problem-solving	_____
4 - Human Development	_____
5 - Limit Setting	_____
6 - Putting the Program to Work	_____
7 - Health	_____
8 - Professional Helpers	_____
9 - Substance Abuse	_____

2. Which was your favorite session?

   Why?

continued

3. Which sessions will be most helpful when you are helping others in the community?

4. Did the information affect how you deal with problems in your family/community?

   Would you like to give an example of where you have changed?

5. Do you feel ready to help others in need of information, skills or support?

6. In what way do you think you can be most helpful as a Master Teacher?

7. What resources do you have available to you that might be helpful to the group?

8. What would you suggest we do to make this program even better?

WORKSHOP 10

Graduation

This final meeting will be a time to recognize the end of the training period and the movement on to community-based programming. Time should be taken to recognize the hard work each trainee has put into the program. Noting specific contributions of each member will be encouraging. Noting how the group is now a strong unit of support is also important.

At this meeting it is often helpful to have a Master Teacher who has been seen as a leader in the group to act as Master of Ceremonies.

Format for the session can be formal or informal. Key elements will be:

1. Introduction of all attendees and their relationship to the program (e.g., trainees, Master Teachers already working in the community, invited guests). (Master of Ceremonies)
2. Brief overview of why the program is targeted for the community, what we have done so far, and what we will be doing in the future. Announcements of the time and topic of the first monthly training/support group. (Trainer)
3. Presentation of certificates.* (Trainer)
4. Opportunity for comments for the "graduates" or invited guests. (Master of Ceremonies)
5. Closing and informal sharing among trainees and invited guests.

*Certificates of Recognition

The manner of presenting the certificates will depend on the participants in the program.

1. If the majority of program participants have rarely been recognized for completions of programs (including high school), certification in the form of a graduation certificate will be most meaningful. It will greatly enhance the self-esteem of the participant as he/she is presented with a real certificate of completion for a job well done. If the certificate is framed to be hung for all to see, it will be a constant reminder of success as he/she works on his/her own goals in life as well as the needs of the community.
2. If the majority of program participants seem to already have received graduation certificates, the format of the program should be one of recognition for volunteer efforts in participating in the training and setting goals for future community work. A framed certificate attesting to this service will still be greatly appreciated.

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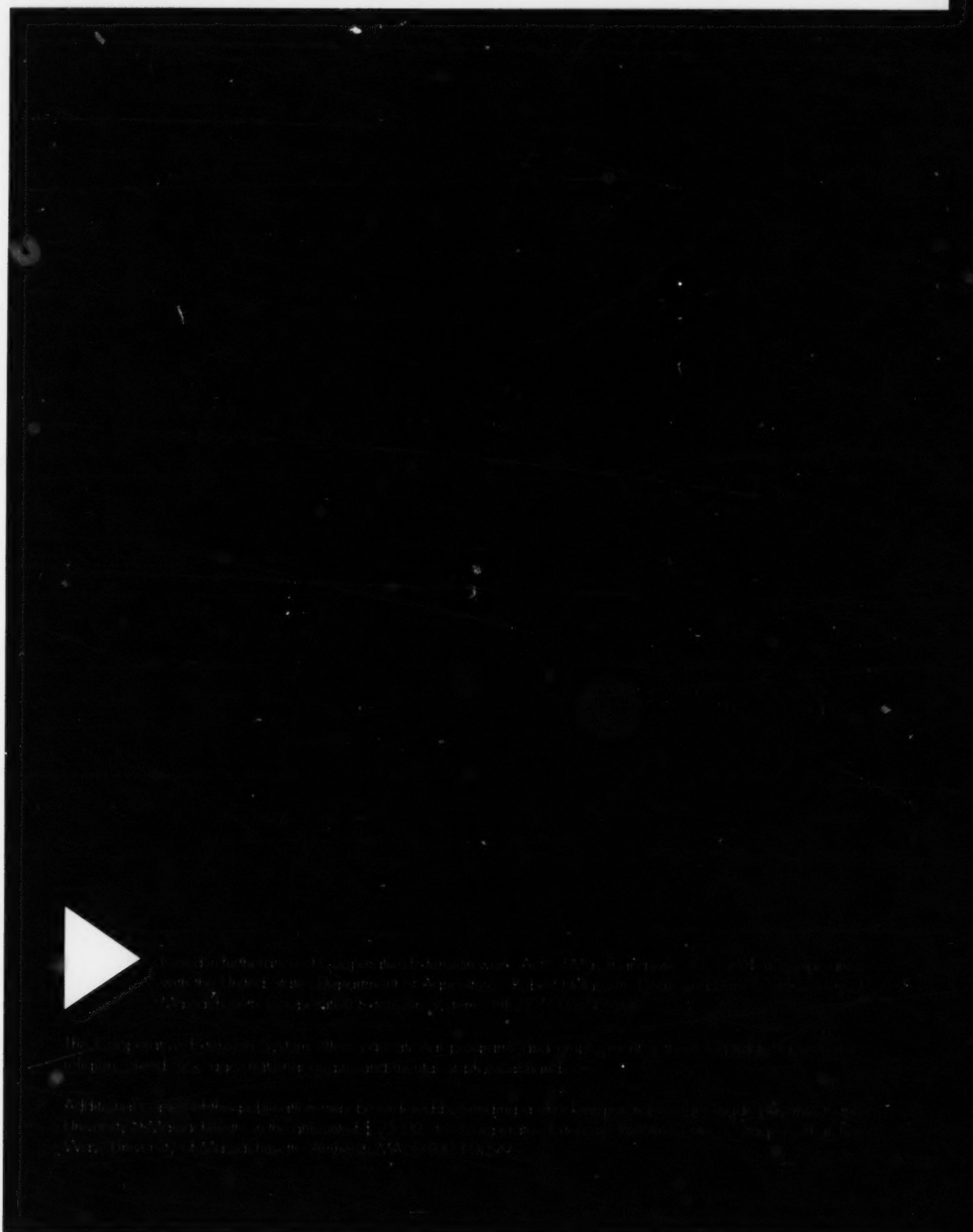

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